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ABSTRACT

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for elementary social studies. (CK)

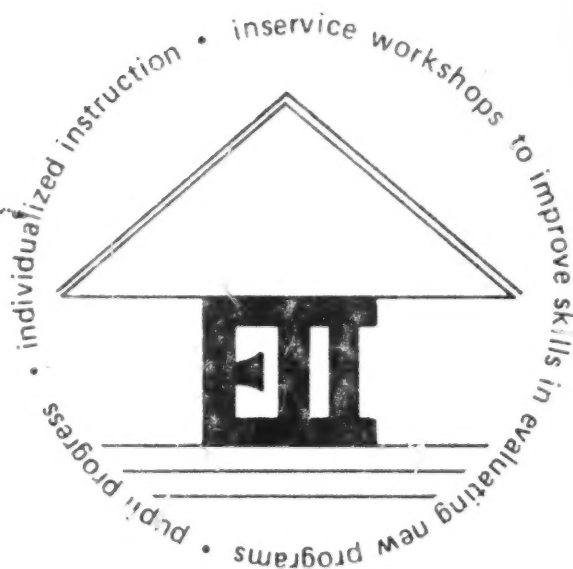
INTERMEDIATE SOCIAL STUDIES BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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	Lang. Arts	Math.	Soc. Stud.	Science
Primary				
Intermediate			X	
Junior High				
High School				

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INTERMEDIATE SOCIAL STUDIES

BEHAVIORAL OBJECTIVES AND TEST ITEMS



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Evaluation for Individualized Instruction Project

AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

1971

BEHAVIORAL OBJECTIVE - TEST ITEM BANK

BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area				
	LA	MA	SS	SC
1	11	12	13	14
2	21	22	23	24
3	31	32	33	34
4	41	42	43	44

LA = Language Arts
MA = Math
SS = Social Studies
SC = Science

1 = Primary
2 = Intermediate
3 = Junior High
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is

not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Someplace Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.
2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.
2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.
3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.
 - a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.
 - b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

□ is actually)

O is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515

INTERMEDIATE SOCIAL STUDIES

GENERAL SOCIAL SCIENCE PROCEDURES AND PROCESSES

A. TERMINOLOGY

THE CHILD WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE TERMS INVENTION, AND DISCOVERY BY 1. SELECTING EACH OF THEIR CORRECT DEFINITIONS FROM GIVEN LISTS. 2. APPLYING THESE DEFINITIONS TO GIVEN SITUATIONS. %40

DIRECTIONS-- CIRCLE THE LETTER OF THE CORRECT ANSWER.

A DISCOVERY IS SOMETHING THAT MAN	2300328
*A. FINDS AND GAINS KNOWLEDGE OF.	2300328
B. PRODUCES HIMSELF.	2300328
C. IMAGINES ON HIS OWN.	2300328
D. COPIES FROM HIS NEIGHBOR.	2300328

AN INVENTION IS SOMETHING THAT MAN	2300329
A. FINDS AND THEN LEARNS ABOUT.	2300329
*B. MAKES UP OUT OF HIS HEAD.	2300329
C. COPIES FROM HIS NEIGHBOR.	2300329
D. ALL OF THE ABOVE	2300329

PIRE IS CONSIDERED A%N0	2300330
A. INVENTION.	2300330
B. CONVEYANCE.	2300330
*C. DISCOVERY.	2300330
D. ADAPTION.	2300330

THE WHEEL IS CONSIDERED A%N0	2300331
*A. INVENTION.	2300331
B. DISCOVERY.	2300331
C. ACCIDENT.	2300331
D. VEHICLE.	2300331

THE PUPIL SHOWS A KNOWLEDGE OF THE TERMS APPLIED TO SOCIAL STUDIES CONTENT BY %A0 SELECTING THE CORRECT DEFINITION OF THE CONTENT AREAS AND %B0 CORRECTLY LABELING THE DESCRIPTIONS OF SUCH CONTENT AREAS. %200	0263
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MATCH THE DESCRIPTION OF THE CONTENT WITH SUBJECT NAME BY PLACING THE LETTER ON THE LINE OPPOSITE THE NUMBER.	0022
---	------

GEOGRAPHY	2301229
A. THE RECORD OF MAN,S PAST, AND HIS HERITAGE FROM THAT PAST	2301229
*B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT	2301229
C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS	2301229
D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES	2301229
E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND DUTIES OF CITIZENSHIP	2301229

HISTORY

- *A. THE RECORD OF MAN,S PAST, AND HIS HERITAGE FROM THAT PAST 2301230
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL 2301230
- ENVIRONMENT 2301230
- C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF 2301230
- PEOPLE, AND COMMUNITY CUSTOMS 2301230
- D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY 2301230
- MAKE OF THEIR NATURAL RESOURCES 2301230
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND 2301230
- DUTIES OF CITIZENSHIP 2301230

ECONOMICS

- A. THE RECORD OF MAN,S PAST, AND HIS HERITAGE FROM THAT PAST 2301231
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL 2301231
- ENVIRONMENT 2301231
- C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF 2301231
- PEOPLE, AND COMMUNITY CUSTOMS 2301231
- *D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY 2301231
- MAKE OF THEIR NATURAL RESOURCES 2301231
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND 2301231
- DUTIES OF CITIZENSHIP 2301231

GOVERNMENT AND CIVICS

- A. THE RECORD OF MAN,S PAST, AND HIS HERITAGE FROM THAT PAST 2301232
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL 2301232
- ENVIRONMENT 2301232
- C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF 2301232
- PEOPLE, AND COMMUNITY CUSTOMS 2301232
- D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY 2301232
- MAKE OF THEIR NATURAL RESOURCES 2301232
- F. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND 2301232
- DUTIES OF CITIZENSHIP 2301232

SOCIOLOGY

- A. THE RECORD OF MAN,S PAST, AND HIS HERITAGE FROM THAT PAST 2301233
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL 2301233
- ENVIRONMENT 2301233
- *C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF 2301233
- PEOPLE, AND COMMUNITY CUSTOMS 2301233
- D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY 2301233
- MAKE OF THEIR NATURAL RESOURCES 2301233
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND 2301233
- DUTIES OF CITIZENSHIP 2301233

THE STUDY OF THE WAY PEOPLE LIVE TOGETHER UNDER LAWS AND OF THE RIGHTS AND DUTIES OF CITIZENSHIP IS

- A. HISTORY. 2301234
- B. ECONOMICS. 2301234
- *C. GOVERNMENT AND CIVICS. 2301234
- D. SOCIOLOGY. 2301234

THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT IS

- *A. GEOGRAPHY. 2301235
- B. SOCIOLOGY. 2301235
- C. GOVERNMENT AND CIVICS. 2301235
- D. HISTORY. 2301235

THE RECORD OF MAN,S PAST AND HIS HERITAGE FROM THAT PAST IS

- A. CIVICS. 2301236

B. SOCIOLOGY.	2301236
C. ECONOMICS.	2301236
*D. HISTORY.	2301236
HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES ARE STUDIED IN	2301237
A. HISTORY.	2301237
*B. ECONOMICS.	2301237
C. SOCIOLOGY.	2301237
D. GOVERNMENT.	2301237
THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS IS	2301238
A. GEOGRAPHY.	2301238
B. HISTORY.	2301238
*C. SOCIOLOGY.	2301238
D. ECONOMICS.	2301238
WAYS OF PROVIDING FOR RELIGIOUS, EDUCATIONAL, AND RECREATIONAL NEEDS OF THE FAMILY AND COMMUNITY ARE STUDIED IN	2301239
A. HISTORY.	2301239
B. GEOGRAPHY.	2301239
*C. SOCIOLOGY.	2301239
D. ECONOMICS.	2301239
WHO PAYS TAXES, HOW THEY ARE LEVIED, HOW THEY ARE COLLECTED AND HOW THEY ARE USED TO BENEFIT ALL PEOPLE ARE STUDIED IN	2301240
A. ECONOMICS.	2301240
*B. GOVERNMENT.	2301240
C. SOCIOLOGY.	2301240
D. HISTORY.	2301240
WAYS OF EARNING A LIVING IN DIFFERENT PARTS OF OUR COUNTRY ARE INCLUDED IN A STUDY OF	2301241
A. GEOGRAPHY.	2301241
B. SOCIOLOGY.	2301241
*C. ECONOMICS.	2301241
D. GOVERNMENT.	2301241
CONDITIONS LIKE THE USE OF NATURAL RESOURCES, MEANS OF TRANSPORTATION, WAR AND PEACE THAT INFLUENCE TRADE ARE LEARNED IN	2301242
A. GEOGRAPHY.	2301242
B. SOCIOLOGY.	2301242
C. HISTORY.	2301242
*D. ECONOMICS.	2301242
THE TOOLS OF * * ARE GLOBES, MAPS, VARIOUS MAP PROJECTIONS, LONGITUDE AND LATITUDE.	2301243
A. SOCIOLOGY	2301243
B. CIVICS	2301243
*C. GEOGRAPHY	2301243
D. HISTORY	2301243
BIOGRAPHIES OF GREAT WORLD LEADERS IN WAR, IN GOVERNMENT, IN RELIGION, IN SCIENCE, INVENTION AND THE ARTS BELONG TO THE STUDY OF	2301244
A. GEOGRAPHY.	2301244
*B. HISTORY.	2301244
C. GOVERNMENT.	2301244
D. CIVICS.	2301244

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PROCEDURES OF AN ANTHROPOLOGIST BY SELECTING STATEMENTS WHICH *BEST* SHOW WHAT HE DOES FROM A GIVEN LIST. %40

0001

CIRCLE THE LETTER OF THE *BEST* ANSWER TO EACH STATEMENT BELOW.

THE *BEST* WAY FOR AN ANTHROPOLOGIST TO LEARN ABOUT A GROUP OF PEOPLE IS TO

1420

- A. ASK MISSIONARIES WHO LIVE NEAR THE PEOPLE.
- *B. LIVE WITH THE PEOPLE FOR A PERIOD OF TIME.
- C. WATCH A MOVIE OF THE PEOPLE.
- D. READ A BOOK ABOUT THE PEOPLE.

BECAUSE OF THE WORK HE DOES AN ANTHROPOLOGIST CAN *BEST* BE CALLED A/AN

1421

- *A. PARTICIPANT OBSERVER.
- B. HISTORIAN.
- C. WRITER.
- D. READER.

BEFORE AN ANTHROPOLOGIST GOES INTO FIELD STUDY THE *BEST* THING FOR HIM TO LEARN ABOUT THE PEOPLE WOULD BE THEIR

1422

- A. VALUES.
- B. MANNERS.
- *C. LANGUAGE.
- D. SOCIAL ORGANIZATION.

THE *BEST* WAY FOR AN ANTHROPOLOGIST TO REMEMBER WHAT HE HAS LEARNED ABOUT A GROUP OF PEOPLE IS TO TAKE NOTES WHICH ARE

1423

- A. SHORT.
- *B. DETAILED.
- C. FEW.
- D. LONG.

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE VARIOUS CULTURAL UNIVERSALS BY IDENTIFYING THESE UNIVERSALS. %90

0002

READ EACH STATEMENT BELOW. CIRCLE THE LETTER WHICH IDENTIFIES THE CULTURAL UNIVERSAL.

LEARNING TO TIE A SHOE IS AN EXAMPLE OF

1424

- A. SOCIAL ORGANIZATION.
- B. TECHNOLOGY.
- C. MANNERS.
- *D. ENCULTURATION.

TREATING OTHERS LIKE YOU WOULD WANT TO BE TREATED IS AN EXAMPLE OF

1425

- A. SOCIAL ORGANIZATION.
- B. VALUES.
- *C. MANNERS.
- D. GAMES.

USING MONEY TO BUY GROCERIES IS AN EXAMPLE OF

1426

- A. TECHNOLOGY.

- B. VALUES.
- *C. ECONOMICS.
- D. MANNERS.

USING A TRACTOR TO PLOW A FIELD IS AN EXAMPLE OF 1427

- A. ECONOMICS.
- *B. TECHNOLOGY.
- C. VALUES.
- D. MANNERS.

BELIEVING THAT OUR COUNTRY IS THE *BEST* IS AN EXAMPLE OF 1428

- A. SOCIAL ORGANIZATION.
- B. MANNERS.
- C. TECHNOLOGY.
- *D. VALUES.

TRADING A SPEAR FOR A BOW AND ARROW IS AN EXAMPLE OF 1429

- *A. ECONOMICS.
- B. TECHNOLOGY.
- C. VALUES.
- D. GAMES.

LIVING IN A CITY IS AN EXAMPLE OF 1430

- *A. SOCIAL ORGANIZATION.
- B. MANNERS.
- C. VALUES.
- D. ECONOMICS.

BELONGING TO THE GIRL SCOUTS IS AN EXAMPLE OF 1431

- A. MANNERS.
- *B. SOCIAL ORGANIZATION.
- C. GAMES.
- D. LANGUAGE.

BUILDING A SCHOOL IS AN EXAMPLE OF 1432

- A. MANNERS.
- B. GAMES.
- C. ECONOMICS.
- *D. TECHNOLOGY.

GIVEN THE DEFINITION OF THE TERM ENCULTURATION, THE STUDENT WILL 0006
BE ABLE TO ANALYZE STATEMENTS AND SELECT THOSE WHICH DESCRIBE HIS
ENCULTURATION. %100

READ THE DEFINITION CAREFULLY. PUT AN *E* IN FRONT OF THE STATE-
MENTS THAT ARE EXAMPLES OF *YOUR* ENCULTURATION.

ENCULTURATION IS THE PROCESS BY WHICH A PERSON LEARNS THE CULTURE
OF *HIS GROUP* FROM BIRTH.

LEARNING TO RIDE A BIKE. *F 1437

LEARNING TO TIE YOUR SHOES. *E 1438

HAVING A TOOTH PULLED. 1439

LEARNING TO SPEAK GERMAN. 1440

LEARNING TO TALK. *E	1441
LEARNING TO THROW A SPEAR.	1442
LEARNING TO DRESS. *E	1443
LEARNING TO SEARCH FOR FOOD.	1444
LEARNING TO WRITE. *F	1445
HAVING A BROKEN ARM.	1446

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE TERMS *NUCLEAR FAMILY* AND *EXTENDED FAMILY* BY SELECTING EXAMPLES OF EACH. %4□	0004
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READ EACH STATEMENT BELOW. CIRCLE THE LETTER THAT COMPLETES EACH STATEMENT.

AN EXAMPLE OF A NUCLEAR FAMILY IS	1433
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- A. MR. GREEN AND HIS SON.
- *B. MR. AND MRS. GREEN AND THEIR CHILDREN.
- C. MR. AND MRS. BLACK, THEIR FOUR CHILDREN AND MR. BLACK,S PARENTS.
- D. MRS. ORANGE AND HER TWO DAUGHTERS.

AN EXAMPLE OF AN EXTENDED FAMILY IS	1434
-------------------------------------	------

- A. MR. GREEN AND HIS SON.
- B. MR. AND MRS. GREEN AND THEIR CHILDREN.
- C. MISS ORANGE, HER SISTER MARY, THE THEIR MOTHER.
- *D. MR. AND MRS. BLACK, THEIR CHILDREN AND MR. BLACK,S PARENTS.

THE AMERICAN FAMILY CAN *BEST* BE DESCRIBED AS	1435
--	------

- *A. NUCLEAR.
- B. EXTENDED.

FOR THE *MOST* PART THE ARUNTA FAMILY IS	1436
--	------

- *A. NUCLEAR.
- B. EXTENDED.

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE MEANING OF ETHNOCENTRISM BY IDENTIFYING A FACTOR CAUSING DISHARMONY BETWEEN TWO CULTURES IN A GIVEN SITUATION. %1□	0169
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
--	------

ONE REASON WHY THE COLONIAL AMERICANS AND THE INDIANS DID NOT ALWAYS GET ALONG WAS THAT	2300581
A. THE INDIANS ENJOYED GOING ON THE WARPATH AGAINST THE FOOD PRODUCERS.	2300581
B. THE AMERICAN COLONISTS FELT THEY MUST CONQUER THE INDIANS FOR GOD AND KING.	2300581
	2300581

- *C. THE AMERICAN COLONISTS FELT THAT THEIR WAYS OF LIFE WERE BETTER THAN THOSE OF THE FOOD GATHERING INDIANS. 2300581
 D. THE INDIANS COULD NEITHER READ NOR WRITE THE TREATIES AS THEY WERE NOT AS INTELLIGENT AS THE COLONISTS. 2300581

THE PUPIL CAN DEMONSTRATE HIS KNOWLEDGE OF TERMS USED TO DEFINE OR LABEL SOCIAL PROBLEMS IN THE UNITED STATES TODAY BY MATCHING THE TERM TO THE PHRASE WHICH BEST REPRESENTS THE DEFINITION. %12n 0261

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS IS 2301214
 A. SEGREGATION. 2301214
 *B. DISCRIMINATION. 2301214
 C. PREJUDICE. 2301214

EQUAL VOTING AND EMPLOYMENT OPPORTUNITIES ARE REFERRED TO AS 2301215
 *A. CIVIL RIGHTS. 2301215
 B. INALIENABLE RIGHTS. 2301215
 C. UNCONSTITUTIONAL RIGHTS. 2301215

SEPARATION OF A GROUP BY LAW OR CUSTOM IS REFERRED TO AS 2301216
 A. PREJUDICE. 2301216
 *B. SEGREGATION. 2301216
 C. CIVIL RIGHTS. 2301216

A COMMUNITY WHERE PEOPLE HAVE LITTLE MONEY AND FEW JOBS ARE AVAILABLE IS A %N 2301217
 A. RURAL AREA. 2301217
 *B. DEPRESSED AREA. 2301217
 C. URBAN AREA. 2301217

NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT ARE 2301218
 *A. INALIENABLE RIGHTS. 2301218
 B. CIVIL RIGHTS. 2301218
 C. SOCIAL PROBLEMS. 2301218

DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS IS 2301219
 A. SEGREGATION. 2301219
 B. DISCRIMINATION. 2301219
 *C. PREJUDICE. 2301219

A SOCIETY WHERE CITIZENS HAVE A CHANCE TO HELP MAKE IMPORTANT DECISIONS ON POLITICAL ISSUES IS CALLED A 2301220
 A. GOVERNMENT. 2301220
 *B. DEMOCRACY. 2301220
 C. CAMPAIGN. 2301220

SEGREGATION 2301221
 A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS 2301221
 *B. SEPARATION OF A GROUP BY LAW OR CUSTOM 2301221
 C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT 2301221
 D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS 2301221

E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301221
DISCRIMINATION	2301222
*A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301222
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301222
C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT	2301222
D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS	2301222
E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301222
PREJUDICE	2301223
A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301223
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301223
C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT	2301223
*D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS	2301223
E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301223
CIVIL RIGHTS	2301224
A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301224
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301224
C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO BELONGS	2301224
*D. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301224
INALIENABLE RIGHTS	2301225
A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301225
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301225
*C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT	2301225
D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS	2301225
E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301225

THE STUDENT WILL BE ABLE TO RECOGNIZE AND APPLY THE MEANING OF THE TERM DISCRIMINATION BY RECOGNIZING ITS RELATIONSHIP IN VARIOUS SITUATIONS. %11	0323
DIRECTIONS - FOR EACH STATEMENT LISTED DECIDE WHETHER OR NOT A DISCRIMINATORY REMARK HAS BEEN MADE. CIRCLE *D* FOR DISCRIMINATORY AND *C* FOR NON DISCRIMINATORY.	0048
HI, DAD. *C	2185
WHAT HAPPENED TO YOU? *C	2186
NOTHING. WHY? *C	2187
YOU KIDS ARE ALL ALIKE. *D	2188
WHAT DO YOU MEAN? *C	2189
YOU, HIPPIES, WITH YOUR LONG HAIR? *D	2190
OLD PEOPLE DON'T UNDERSTAND US. *D	2191
WELL, MAKE ME UNDERSTAND. *C	2192

I WEAR MY HAIR LONG BECAUSE I LIKE IT THAT WAY. *C 2193

YOU KIDS ARE GOING TO THE DOGS. *D 2194

THE TERM DISCRIMINATION CAN INCLUDE JUDGING A PERSON AS ALL OF FOLLOWING *EXCEPT* 2195

A. A PART OF A GROUP. 2195

B. A MEMBER OF A FAMILY. 2195

*C. AN INDIVIDUAL. 2195

D. A PARTICIPANT OF A RELIGION. 2195

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE DEFINITIONS OF OF TERMS ECONOMIC HARDSHIP, POLITICAL INJUSTICE, AND RELIGIOUS PERSECUTION, BY APPLYING THEM TO THE APPROPRIATE SITUATION. %30

CHECK THE ANSWER WHICH BEST COMPLETES EACH STATEMENT.

THE QUAKERS WERE ARRESTED BECAUSE THEY DISAGREED WITH THE CHURCH OF ENGLAND. THIS IS AN EXAMPLE OF 2301429

A. ECONOMIC HARDSHIP. 2301429

B. POLITICAL INJUSTICE. 2301429

*C. RELIGIOUS PERSECUTION. 2301429

THE PEOPLE WHO DISAGREED WITH HITLER'S IDEAS ABOUT HOW TO RUN THE COUNTRY WERE THROWN INTO CONCENTRATION CAMPS. THIS IS AN EXAMPLE OF 2301430

A. ECONOMIC HARDSHIP. 1430

*B. POLITICAL INJUSTICE. 2301430

C. RELIGIOUS PERSECUTION. 2301430

MANY OF THE PEOPLE WHO CAME TO THE COLONY OF GEORGIA WERE UNABLE TO PAY THEIR DEBTS IN ENGLAND. THIS IS AN EXAMPLE OF 2301431

*A. ECONOMIC HARDSHIP. 2301431

B. POLITICAL INJUSTICE. 2301431

C. RELIGIOUS PERSECUTION. 2301431

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE DEFINITION OF TERMS AS THEY RELATE TO THE SUBJECT AND/OR CAUSES OF POVERTY BY IDENTIFYING DEFINITIONS OF THE TERMS. %150 0333

DIRECTIONS - CIRCLE THE LETTER OF THE BEST ANSWER.

A PERSON WHO IS LACKING IN FRIENDSHIPS WITH OTHERS IS POOR 2254

A. CULTURALLY. 2254

*B. SOCIALLY. 2254

C. ECONOMICALLY. 2254

D. EDUCATIONALLY. 2254

JOHN JONES WAS REJECTED BY THE ARMY BECAUSE HE ONLY WENT TO THE 6TH GRADE. THEY SAID HE WAS POOR 2255

A. CULTURALLY. 2255

B. SOCIALLY. 2255

C. ECONOMICALLY. 2255

*D. EDUCATIONALLY. 2255

WHICH OF THE FOLLOWING WOULD BE THE BEST DEFINITION FOR PREJUDICE?	2256
A. BILL DISLIKES JOHN BECAUSE HE STOLE HIS BOOK.	2256
*B. JOHN DISLIKES BILL BECAUSE HE IS TOO RELIGIOUS.	2256
C. SALLY LIKES MARY BECAUSE THEY BOTH LIKE DOLLS.	2256
D. SHIRLEY LIKES LES BECAUSE HE LIKES THE SAME SUBJECT IN SCHOOL.	2256
WHICH OF THE FOLLOWING EXAMPLES WOULD BEST REPRESENT THE DEFINITION FOR TECHNOLOGY?	2257
*A. A MAN USING A COMPUTER	2257
B. A WOMAN COOKING A MEAL	2257
C. A BARBER CUTTING HAIR	2257
D. A BOY RAKING LEAVES	2257
IN 1930 THERE WAS A	2258
A. GREAT WORLD WAR.	2258
*B. GREAT WORLD DEPRESSION.	2258
C. GREAT WORLDS FAIR.	2258
D. GREAT WORLD SURPLUS OF FOOD.	2258
WE USUALLY THINK OF THE PEOPLE IN AMERICA WHO ARE CALLED POOR AS THOSE WHO ARE *MAINLY*	2260
A. LACKING IN EDUCATION.	2260
*B. LACKING IN MONEY.	2260
C. LACKING IN HAPPINESS.	2260
D. LACKING IN JOB SECURITY.	2260
ANTI-POVERTY PROGRAMS FIGHT THE PROBLEM OF THE POOR BY	2262
A. GIVING THEM MONEY TO MEET THEIR BASIC NEEDS.	2262
*B. TRAINING INDIVIDUALS TO BECOME RESOURCES FOR OTHERS.	2262
C. GIVING THEM FOOD, CLOTHING, SHELTER.	2262
THE NATIVES OF APPALACHIA ARE DESCENDANTS OF THE	2263
*A. PIONEERS.	2263
B. INDIANS.	2263
C. SPANISH.	2263
THE TERM APPALACHIA REFERS TO	2264
*A. AN EASTERN MOUNTAIN RANGE.	2264
B. A WESTERN MOUNTAIN RANGE.	2264
C. A SOUTH WESTERN DESERT REGION.	2264
D. A COUNTRY SOUTH OF NORTH AMERICA.	2264
PEOPLE SETTLE IN APPALACHIA REGION BECAUSE OF	2265
A. INDUSTRY.	2265
B. WATER SUPPLY.	2265
*C. DEPOSITS OF COAL.	2265
D. HOUSES AVAILABLE.	2265
THE POOR CHILD MANY TIMES SUFFERS FROM DEFEAT AND FAILURE.	2266
*A. PROBABLY TRUE	2266
B. PROBABLY FALSE	2266
C. CAN'T SAY	2266
POVERTY, IGNORANCE OR FAMILY DISORGANIZATION DOES NOT HINDER A CHILDS ABILITY TO LEARN.	2267
A. PROBABLY TRUE	2267
*B. PROBABLY FALSE	2267
C. CAN'T SAY	2267

JOB CORPS IS A PROGRAM TO	2268
A. TRAIN THE AGED.	2268
B. TRAIN WOMEN IN SKILLS OF TEACHING.	2268
*C. TRAIN UNEMPLOYED YOUNG PEOPLE.	2268
D. TRAIN HANDICAPPED CHILDREN.	2268
THE NEIGHBORHOOD YOUTH CORPS CREATES	2269
A. MACHINERY IN LOCAL FACTORIES.	2269
B. JOBS TO KEEP THE CITIES CLEAN.	2269
*C. FULL OR PART TIME JOBS FOR THOSE IN SCHOOL.	2269
D. EMPLOYMENT AGENCIES FOR POOR.	2269
THE WORK STUDY PROGRAM ENABLES	2270
A. HIGH SCHOOL STUDENTS TO WORK.	2270
*B. COLLEGE STUDENTS TO WORK.	2270
C. HIGH SCHOOL GRADUATES TO FIND JOBS.	2270
D. COLLEGE GRADUATES TO WORK.	2270

THE STUDENT WILL BE ABLE TO IDENTIFY THE CAUSES FOR POVERTY BY SELECTING THEM FROM A GIVEN SITUATION. %40	0334
DIRECTIONS - CIRCLE THE LETTER OF THE BEST ANSWER.	
THERE IS A LONG LINE OF PEOPLE STANDING IN FRONT OF THE WELFARE OFFICE WAITING TO PICK UP A RELIEF CHECK. EACH IS THERE FOR A PARTICULAR REASON.	2275 2275 2275
MR. SMITH IS ONE OF 100 PEOPLE LAID OFF OF WORK FROM A LOCAL FACTORY.	2275 2275
A. RACIAL PREJUDICE	2275
B. PHYSICALLY HANDICAPPED	2275
C. OVER POPULATION	2275
*D. TECHNOLOGICAL DISPLACEMENT	2275
MARY BROWN, A BLACK GIRL, JUST GRADUATED FROM COLLEGE, LIVES IN THE INNER CITY AND WAS UNABLE TO GET A TEACHING POSITION IN A SUBURBAN SCHOOL DISTRICT.	2276 2276 2276
A. OLD AGE	2276
B. ENVIRONMENTAL ISOLATION	2276
C. UNSTABLE ECONOMY	2276
*D. RACIAL PREJUDICE	2276
MR. WATSON HAS A COUPLE OF YEARS OF COLLEGE, LIVES IN THE INNER CITY, AND WAS UNABLE TO GET A TEACHING POSITION IN A SUBURBAN SCHOOL DISTRICT.	2277 2277 2277
*A. LACK OF EDUCATION	2277
B. LACK OF NATURAL RESOURCES	2277
C. TECHNOLOGICAL DISPLACEMENT	2277
D. UNSTABLE ECONOMY	2277
MR. BILLINGS, A MAN IN HIS TWENTIES, HAS FOUND THAT THERE ARE JUST NOT ENOUGH JOBS AVAILABLE IN HIS REGION OF THE COMMUNITY.	2278 2278
A. PHYSICALLY HANDICAPPED	2278
B. RACIAL PREJUDICE	2278
*C. OVER POPULATION	2278
D. LACK OF EDUCATION	2278

THE STUDENT WILL BE ABLE TO IDENTIFY THE ROLE OF THE HISTORIAN BY
SELECTING ACTIVITIES IN WHICH THE HISTORIAN IS INVOLVED. %5n 0318

DIRECTIONS - CIRCLE THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

AN HISTORIAN WOULD FIND OUT IF A PAINTING OF A MEXICAN VILLAGE IS
ACCURATE BY ALL OF FOLLOWING *EXCEPT* 2123

- A. VISITING THE VILLAGE. 2123
- B. COMPARING IT WITH A PHOTOGRAPH. 2123
- *C. LOOKING AT OTHER WORKS OF THIS PAINTER. 2123
- D. READING ABOUT THE VILLAGE. 2123

AN HISTORIAN WOULD FIND OUT IF A DRAWING OF GEORGE WASHINGTON WAS
ACCURATE BY 2124

- *A. LOOKING AT OTHER PAINTINGS OF WASHINGTON. 2124
- B. WATCHING A MOVIE ABOUT WASHINGTON. 2124
- C. READING WASHINGTON'S DIARY. 2124
- D. READING A COLONIAL TEXTBOOK. 2124

IF AN HISTORIAN IS CONFRONTED WITH A CONFLICT OF PRIMARY
SOURCES, HE SHOULD DO ALL OF THE FOLLOWING *EXCEPT* 2125

- A. SEARCH FOR ADDITIONAL INFORMATION. 2125
- B. DETERMINE THE BIAS OF EACH SOURCE. 2125
- C. INTERPRET THE INFORMATION. 2125
- *D. SELECT THE ONE HE LIKES BEST. 2125

IF AN HISTORIAN IS LOOKING FOR THE ANSWER TO A QUESTION, HE WOULD
DO ALL OF THE FOLLOWING *EXCEPT* 2126

- A. LOCATE MANY SOURCES ON THE TOPIC. 2126
- *B. ACCEPT THE FIRST ANSWER HE FINDS. 2126
- C. EVALUATE THE INFORMATION. 2126
- D. STATE HIS OPINION AND EVIDENCE. 2126

WITH EACH SOURCE OF INFORMATION, AN HISTORIAN SHOULD DO ALL OF
THE FOLLOWING *EXCEPT* 2127

- A. CHECK IT WITH OTHER SOURCES AVAILABLE. 2127
- B. DETERMINE THE BIAS OF THE SOURCE. 2127
- C. GIVE HIS OPINION OF THE SOURCE. 2127
- *D. DISCARD IT IF IT DISAGREES WITH ANOTHER SOURCE. 2127

THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH BETWEEN
PRIMARY AND SECONDARY SOURCES BY CLASSIFYING EXAMPLES. %12n 0320

DIRECTIONS - CLASSIFY THE FOLLOWING SOURCES BY ENCIRCLING *A* FOR
PRIMARY AND *B* FOR SECONDARY. 0045

TEXTBOOK ON U.S. HISTORY 2135

- A. 2135
- *B. 2135

MAGAZINE ARTICLE ENTITLED, GEORGE WASHINGTON, WRITTEN BY
RICHARD NIXON 2136

- A. 2136

*B.	2136
MAGAZINE ARTICLE ENTITLED, J. F. KENNEDY, WRITTEN BY ROBERT KENNEDY	2137
A.	2137
*B.	2137
DIARY OF A PRIVATE IN WORLD WAR II	2138
*A.	2138
B.	2138
OIL PAINTING OF DINOSAURS	2139
A.	2139
*B.	2139
PHOTOGRAPH OF THE LANDING OF MEN ON THE MOON	2140
*A.	2140
B.	2140
ENCYCLOPEDIA ACCOUNT OF THE FOUNDING OF JAMESTOWN	2141
A.	2141
*B.	2141
TREATY SIGNED BY PILGRIMS AND INDIANS	2142
*A.	2142
B.	2142
THE MAYFLOWER COMPACT	2143
*A.	2143
B.	2143
PLAY ENTITLED COLUMBUS	2144
A.	2144
*B.	2144
TAPE RECORDING OF AFRICAN TRIBAL MUSIC	2145
*A.	2145
B.	2145
SPOON USED DURING THE AMERICAN COLONIAL PERIOD	2146
*A.	2146
B.	2146
A PRIMARY SOURCE MEANS	2147
A. THE FIRST INFORMATION FOUND.	2147
B. THE MOST IMPORTANT MATERIAL.	2147
*C. AN EYEWITNESS ACCOUNT.	2147
D. FIRST GRADE MATERIAL.	2147

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN PRIMARY AND SECONDARY SOURCES BY CLASSIFYING EXAMPLES. %25□ 0351

DIRECTIONS - CLASSIFY THE FOLLOWING SOURCES BY ENCIRCLING *A* FOR PRIMARY OR *B* FOR SECONDARY TO THE LEFT OF EACH ITEM. 0064

THE TREATY OF VERSAILLES. *A 2410

GONE WITH THE WIND BY MARGARET MITCHELL, A NOVEL DEPICTING 2411

CONDITIONS IN THE SOUTH AT THE TIME OF THE CIVIL WAR. *B	2411
A NEWSPAPER EDITORIAL CONCERNING THE MUNICH PACT OF 1938. *B	2412
NAPOLEON, A BIOGRAPHY WRITTEN BY EMIL LUDWIG. *B	2413
THE CONSTITUTION OF THE UNITED STATES. *A	2414
THE CONGRESSIONAL RECORD. *A	2415
THE ROSETTA STONE USED AS A KEY TO THE EARLY EGYPTIAN LANGUAGE. *A	2416 2416
ADOLPH HITLER'S AUTOBIOGRAPHY, *MEIN KAMPF.* *A	2417
IVANHOE, A NOVEL WRITTEN BY SIR WALTER SCOTT. *B	2418
A HISTORY TEXTBOOK. *B	2419
GEORGE WASHINGTON'S DIARY. *A	2420
BAKED CLAY TABLETS INSCRIBED WITH CUNEIFORM CHARACTERS, USED ABOUT 3500 YEARS AGO BY WRITERS. *A	2421 2421
PAUL REVERE'S RIDE, A POEM WRITTEN BY TENNYSON. *B	2422
THE *DICTIONARY OF AMERICAN BIOGRAPHY*. *B	2423
THE CHARGE OF LIGHT BRIGADE, A POEM WRITTEN BY TENNYSON. *B	2424
A PHOTOGRAPH OF THE BURNING OF THE AIRSHIP HINDENBURG. *A	2425
A PAPYRUS ROLL USED BY THE EGYPTIANS. *A	2426
RADIO BROADCAST OF THE SIGNING OF THE MAGNA CARTA. *B	2427
TV BROADCAST OF THE DEMOCRATIC PRESIDENTIAL NOMINATING CONVENTION. *A	2428 2428
A TELEVISED BROADCAST OF A BASEBALL GAME. *A	2429
A DESCRIPTION OF HOW THE CAVE DWELLERS MIXED THE PAINTS THEY USED TO DRAW PICTURES ON THE WALLS OF THEIR CAVES. *B	2430 2430
A LIST OF CANDIDATES ON AN ELECTION BALLOT. *A	2431
A NEWS COMMENTATOR'S ACCOUNT OF HOW THE RUSSIAN DELEGATES WERE INSTRUCTED TO VOTE IN THE UNITED NATIONS SESSION. *B	2432 2432
A HISTORICAL MOTION PICTURE SHOWING THE EFFECT ON THE INDIANS OF THE SIGHT OF THE FIRST SPANISH SHIPS IN THE NEW WORLD. *B	2433 2433
A SALES SLIP FROM A GROCERY STORE, LISTING PURCHASES AND PRICES MADE ON A TELEPHONED GROCERY ORDER. *A	2434 2434

THE STUDENT WILL BE ABLE TO ANALYZE VARIOUS SOURCES BY SELECTING THE MOST HISTORICALLY VALUABLE SOURCE OF INFORMATION FOR A PARTICULAR EVENT. %4□ 0325

DIRECTIONS - IN THE FOLLOWING ITEMS, SELECT THE SOURCE AN HISTORIAN WOULD CONSIDER TO BE THE MOST VALUABLE IN ANSWERING THE GIVEN QUESTION.

0049

WHO FIRST SET FOOT ON THE MOON

2197

A. PHOTOGRAPH

2197

B. NEWSPAPER ARTICLE

2197

C. EYE WITNESS ACCOUNT

2197

*D. LIVE BROADCAST

2197

WHO FIRST SET FOOT ON THE NORTH POLE

2198

A. OIL PAINTING

2198

B. TEXTBOOK

2198

*C. EYEWITNESS ACCOUNT

2198

D. ALASKAN NEWSPAPER

2198

WHO STARTED THE REVOLUTIONARY WAR

2199

*A. LETTERS BETWEEN KING GEORGE III AND THE COLONISTS

2199

B. DIARY OF A SOLDIER IN THIS WAR

2199

C. DECLARATION OF INDEPENDENCE

2199

D. COLONIAL NEWSPAPER

2199

WHY DID QUEEN ISABELLA SUPPORT COLUMBUS, VOYAGED

2200

A. LETTERS BETWEEN QUEEN ISABELLA AND COLUMBUS

2200

B. BIOGRAPHY OF QUEEN ISABELLA

2200

*C. DIARY OF QUEEN ISABELLA

2200

D. DOCUMENT OF QUEEN ISABELLA'S FINANCIAL MATTERS

2200

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERMS USED IN BASIC ECONOMICS BY MATCHING THE DEFINITIONS WITH THE TERMS. %10

0010

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

PROVIDE GOODS AND SERVICES

1464

A. BASIC NEEDS

B. BARTER

C. CONSUMER

D. CORPORATION

E. INDUSTRY

F. MONETARY SYSTEM

*G. PRODUCER

H. PROFIT

I. SPECIALIZATION

J. STOCK

K. STOCKHOLDER

SHARES IN A COMPANY

1465

A. BASIC NEEDS

B. BARTER

C. CONSUMER

D. CORPORATION

E. INDUSTRY

F. MONETARY SYSTEM

G. PRODUCER

H. PROFIT

I. SPECIALIZATION

- J. STOCK
- *K. STOCKHOLDER

MORE EFFICIENT THAN WORKING ALONE

14

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- *I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

FOOD, CLOTHING AND SHELTER

14

- *A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

TRADING ONE ITEM FOR ANOTHER WITHOUT MONEY

14

- A. BASIC NEEDS
- *B. BARTER
- C. CONSUMER
- D. CORPORATION
- F. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

OWN A COMPANY

14

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- *D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

PUTTING TOGETHER RESOURCES TO START AN INDUSTRY

14

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY

- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- *J. STOCK
- K. STOCKHOLDER

MUST HAVE LAND, LABOR AND CAPITAL

1471

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- *E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

EXTRA MONEY

1472

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- *H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

SATISFY NEEDS BY USING GOODS AND SERVICES

1473

- A. BASIC NEEDS
- B. BARTER
- *C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

GIVEN SEVERAL SITUATIONS, THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE TERMS, WANTS OR NEEDS, BY CLASSIFYING EXAMPLES. %11a

0009

AFTER READING THE SITUATION YOU'VE GOTTEN INTO, CLASSIFY BY CIRCLING *N* IS THE STATEMENT IS SOMETHING YOU WILL NEED FOR SURVIVAL, OR %W% IF IT IS A WANT.

SITUATION -- YOU ARE ALONE AN AN ISLAND IN THE SOUTH SEAS. YOU HAVE ABSOLUTELY NOTHING SINCE THE BOAT YOU WERE IN CAPSIZED IN A STORM AND YOU SWAM ASHORE.

FOOD *N

1453

BALL BAT *W	1454
DOG *W	1455
WATER *N	1456
CANTEEN *W	1457
SITUATION -- SUDDENLY THE WIND STARTS BLOWING HARD. YOU REALIZE A STORM IS COMING. IT MAY LAST A DAY.	
FOOD *N	1458
FLASHLIGHT *W	1459
WATER *N	1460
SHELTER *N	1461
BLANKET *W	1462
CLEAN CLOTHES *W	1463

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE VARIOUS METHODS OF EXCHANGE BY CLASSIFYING A GIVEN SET OF STATEMENTS AS TRUE OR FALSE. 0013
%100

READ EACH STATEMENT CAREFULLY. IF THE STATEMENT IS TRUE, CIRCLE *T*. IF IT IS FALSE, CIRCLE *F*.

T* F EXCHANGING GOODS OF EQUAL VALUE WOULD BE A FAIR TRADE.	1510
T* F IN COLONIAL DAYS THE COMMON WAY OF GETTING SOMETHING WAS TO TRADE.	1511
T* F TRADING HAD CERTAIN PROBLEMS.	1512
T* F MONEY CAN BE CALLED A MEDIUM OF EXCHANGE.	1513
T* F IF EVERYONE IN THE COUNTRY DECIDED TO ACCEPT BEADS AS MONEY, THEN BEADS WOULD BE OUR MEDIUM OF EXCHANGE.	1514
T F* ROSES WOULD MAKE A GOOD MEDIUM OF EXCHANGE.	1515
T* F ONE FEATURE OF MONEY IS THAT EVERYONE AGREES HOW MUCH IT'S WORTH.	1516
T* F MONEY REPRESENTS A PROMISE FROM OUR GOVERNMENT.	1517
T F* THE PAPER THAT MONEY IS PRINTED ON IS WORTH *MORE* THAN METAL THAT COINS ARE MADE OF.	1518
T* F THE REAL VALUE OF MONEY LIES IN ITS BUYING POWER.	1519
T* F THE MONEY YOU USE IN ILLINOIS IS ALSO GOOD IN CALIFORNIA.	1520

14 F MONEY CAN EASILY BE CARRIED ABOUT AS WE SAY IT IS 1521
PORTABLE.

15 F GOLD AND SILVER BACK UP THE MONEY SUPPLY IN AMERICA. 1522

16 F* YOU CAN USE AMERICAN MONEY IN A FOREIGN COUNTRY. 1523

THE STUDENT WILL BE ABLE TO RECOGNIZE AN EXAMPLE OF BASIC NEEDS 0336
OF MAN FOR SURVIVAL BY SELECTING THE CORRECT ANSWER. %100

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

A BASIC NEED OF A PERSON IN THIS COMMUNITY IS 2284

A. A CAR. 2284

*B. A HOUSE. 2284

C. A TELEPHONE. 2284

D. A TELEVISION. 2284

A WANT OF MAN IS 2285

A. A RAINCOAT. 2285

B. A SANDWICH. 2285

C. A WARM ROOM. 2285

*D. A GOOD BOOK. 2285

YOU ARE IN YOUR BOAT IN THE MIDDLE OF LAKE MICHIGAN. YOUR BOAT 2286

HAS RUN OUT OF GAS AND HELP WILL NOT COME FOR 3 FULL DAYS. YOUR 2286

BOAT HAS A HOLE IN IT THAT CANNOT BE PLUGGED UP. IN ORDER TO STAY 2286

AFLOAT, YOU HAVE TO DISPOSE OF EVERYTHING ON BOARD EXCEPT FOR 3 2286

ITEMS. CHOOSE THE *BEST* COMBINATION. 2286

A. COAT, WATER, RADIO %RECEIVER 2286

B. SANDWICH, WATER, LIFE PRESERVER 2286

*C. SANDWICH, LIFE PRESERVER, FLASHLIGHT 2286

D. COAT, RADIO %RECEIVER, BOOK ON WATER SAFETY 2286

GIVE A REASON FOR YOUR CHOICE. 2286

YOU HAVE JUST BEEN APPOINTED TO BE HEAD OF AN ANTI-POVERTY 2287

PROGRAM IN CHICAGO. YOU HAVE ONLY ENOUGH FUNDS TO START AND WORK 2287

ON 2 PROGRAMS EVERY FIVE YEARS. CHOOSE THE PROGRAM THAT WILL BEST 2287

MEET THE IMMEDIATE NEEDS OF THE POOR. 2287

A. HOUSING DEVELOPMENT AND EDUCATION 2287

B. IMPROVED MEDICAL CARE AND BETTER CIVIL RIGHTS LAWS 2287

*C. A BREAKFAST FOR EACH CHILD AND VOCATIONAL TRAINING 2287

D. FOOD STAMPS AND HOUSING 2287

GIVE A REASON FOR YOUR CHOICE. 2287

FIVE YEARS FROM NOW YOU WILL MAKE A CHOICE OF PROGRAMS THAT MAY 2288

MAY AFFECT THE POOR FOR AS LONG AS 40 TO 50 YEARS. WHAT PROGRAM 2288

WILL YOU START IN ORDER TO TAKE THEM OUT OF THEIR CONDITION 2288

IN FUTURE YEARS? CHOOSE THE PROGRAMS THAT WILL MEET THE FUTURE 2288

NEEDS. 2288

A. IMPROVED MENTAL HEALTH AND VOCATIONAL TRAINING 2288

B. HOUSING AND A BREADFAST FOR EVERY CHILD 2288

C. CIVIL RIGHTS LAWS, EDUCATION 2288

*D. EDUCATION AND HOUSING DEVELOPMENT 2288

THE FOLLOWING STATEMENTS EXPRESS EITHER AN IMMEDIATE NEED, LONG 2289

RANGE NEED, IMMEDIATE WANT, OR LONG RANGE WANT. THEY ARE EXPRESSED BY A POOR CHILD LIVING IN THE CITY.	2289
HELP, MY ARM IS BROKEN.	2289
*A. IMMEDIATE NEED	2289
B. LONG RANGE NEED	2289
C. IMMEDIATE WANT	2289
D. LONG RANGE WANT	2289
GIVE ME A HIKE.	2290
A. IMMEDIATE NEED	2290
B. LONG RANGE NEED	2290
*C. IMMEDIATE WANT	2290
D. LONG RANGE WANT	2290
CAN I GO TO COLLEGE?	2291
A. IMMEDIATE NEED	2291
B. LONG RANGE NEED	2291
C. IMMEDIATE WANT	2291
*D. LONG RANGE WANT	2291
PLEASE GET ME A COAT BEFORE IT GETS TOO COLD.	2292
*A. IMMEDIATE NEED	2292
B. LONG RANGE NEED	2292
C. IMMEDIATE WANT	2292
D. LONG RANGE WANT	2292
CAN I LEARN TO BE CARPENTER?	2293
A. IMMEDIATE NEED	2293
B. LONG RANGE NEED	2293
C. IMMEDIATE WANT	2293
*D. LONG RANGE WANT	2293

THE STUDENT WILL BE ABLE TO APPLY THE LAW OF SUPPLY AND DEMAND IN A GIVEN SITUATION BY SELECTING THE APPROPRIATE ANSWER. %80	0339
DIRECTIONS - CIRCLE THE BEST ANSWER.	
THE PRICE OF ORANGES IS 45 CENTS A DOZEN. THE HARVEST OF ORANGES IS EXPECTED TO BE POOR IN THE COMING MONTHS. WE COULD PREDICT THAT THE PRICE WOULD	2301
A. GO DOWN.	2301
*B. GO UP.	2301
C. STAY THE SAME.	2301
D. CANNOT BE DETERMINED	2301
THE AMOUNT OF SUGAR EATEN EACH MONTH IS 40 POUNDS PER 100 PEOPLE. WE HAVE A GREAT SUPPLY OF SUGAR FOR EACH 100 PERSONS IN THE U. S. THEREFORE, IT IS PROBABLE THAT THE PRICE OF SUGAR WILL	2302
*A. GO DOWN.	2302
B. GO UP.	2302
C. STAY THE SAME.	2302
D. CANNOT BE DETERMINED	2302
THE COST OF A GOOD MUSICAL INSTRUMENT IS AFFECTED MOSTLY BY	2303
A. THE NUMBER OF INSTRUMENTS AVAILABLE.	2303
B. THE DEMAND FOR INSTRUMENTS.	2303

THE NEED FOR HIGHLY SPECIALIZED WORKERS.	2303
IT CANNOT BE DETERMINED	2303
WHO WANTED TO CONTROL THE PRICE OF OIL IN A GIVEN LOCALITY,	2304
WHO WOULD	2304
WHO WOULD SUFFER A GREAT DEAL.	2304
WHO WOULD CREATE A MONOPOLY.	2304
WHO WOULD SELL YOUR GOODS AT A LOWER PRICE.	2304
LANDLORDS CAN GET HIGH RENTS FROM THEIR TENANTS BECAUSE	2305
THEY HAVE GOOD FACILITIES.	2305
THE DEMAND IS GREAT AND SUPPLY LOW.	2305
THE DEMAND IS SMALL AND SUPPLY GREAT.	2305
THE AMERICAN CREDIT SYSTEM HAS AFFECTED THE POOR BY	2306
INCREASING BUYING POWER.	2306
INCREASING THE SUPPLY OF GOODS.	2306
DECREASING BUYING POWER.	2306
DECREASING THE SUPPLY OF GOODS.	2306
THE AMERICAN CREDIT SYSTEM HAS AFFECTED THE POOR BY	2307
INCREASING THE SELECTION POWER.	2307
DECREASING THE SELECTION POWER.	2307
INCREASING THE SUPPLY OF GOODS.	2307
DECREASING THE SUPPLY OF GOODS.	2307
THE AMERICAN CREDIT SYSTEM HAS AFFECTED THE POOR BY	2308
INCREASING THEIR INCOME.	2308
DECREASING THE COST OF LIVING.	2308
INCREASING THEIR INCOME.	2308
DECREASING THE COST OF LIVING.	2308

IN A STORY, THE STUDENT WILL ANALYZE SUPPLY AND DEMAND BY	0300
IDENTIFYING THE CORRECT ALTERNATIVE AFTER SEPARATING THE EVENTS	
IN A STORY FOR MORE CAREFUL STUDY. %4n	

QUESTIONS

READ THE FOLLOWING STORY AND THEN ANSWER THE QUESTIONS.
 ONE SNOWY SATURDAY, STEVE AND LARRY ASKED STEVE'S FATHER TO
 LET THEM USE THE SHOVEL. FIRST THEY WENT NEXT DOOR. THE LADY WHO
 LIVED THERE PAID THEM FIFTY CENTS TO SHOVEL THE SNOW OFF HER
 FRONT WALK. AS THEY WENT ALONG THE STREET, THEY FOUND MORE
 PEOPLE WHO NEEDED THEIR DRIVEWAYS OR WALKS CLEARED. BY THE TIME
 THEY GOT HOME FOR LUNCH, THEY HAD MADE THREE DOLLARS.
 AFTER LUNCH, THEY PLANNED THE AFTERNOON. I'LL BET WE COULD
 GET PEOPLE TO PAY SIXTY CENTS INSTEAD OF FIFTY, SAID STEVE.
 WHY?

THE PEOPLE AT THE NEXT HOUSE WOULDN'T PAY SIXTY CENTS.
 SAID ANOTHER BOY WHO IS SHOVELING SNOW AND HE'LL DO IT FOR
 FIFTY CENTS. THE MAN SAID, WHY SHOULD WE PAY SIXTY?
 ALL RIGHT, SAID STEVE. WE'LL DO IT FOR FIFTY CENTS, WON'T
 YOU? THAT SEEMS TO BE A FAIR PRICE. FOR THE REST OF THE
 DAY, THE CHILDREN CHARGED FIFTY CENTS.

STEVE AND LARRY DECIDE TO RAISE THE PRICE OF THEIR	3001
WORK	
THEIR WORK WAS HARDER THAN THEY THOUGHT.	
OTHER BOYS WERE CHARGING SIXTY CENTS.	

- *C. THEY THOUGHT THE DEMAND WAS HIGH.
- D. THE SUPPLY OF BOYS WAS LOW.

HOW DID THE HIGHER PRICE CHANGE THE DEMAND FOR THEIR SERVICES?

3002

- *A. DEMAND DROPPED BECAUSE THE PRICE WAS TOO HIGH.
- B. DEMAND DROPPED BECAUSE THERE WERE TOO MANY SNOW-SHOVELERS.
- C. DEMAND ROSE BECAUSE THERE WAS MORE SNOW.
- D. DEMAND ROSE BECAUSE THEY DID A GOOD JOB.

HOW DID THE SUPPLY OF THE SERVICES CHANGE THE PRICE OF THEIR SERVICES?

3003

- A. THE PRICE WENT DOWN BECAUSE THERE WAS LESS SNOW.
- B. THE PRICE WENT DOWN BECAUSE STEVE AND LARRY FELT THEY WERE CHARGING TOO MUCH.
- C. THE PRICE WENT UP BECAUSE OTHERS STARTED RAISING THEIR PRICE.
- *D. THE PRICE WENT DOWN BECAUSE OF MORE SNOW-SHOVELERS AND THEY HAD A LOWER PRICE.

WHAT DID STEVE AND LARRY LEARN ABOUT THE LAW OF SUPPLY AND DEMAND?

3004

- A. SUPPLY AND DEMAND DID NOT AFFECT HOW MUCH THEY COULD CHARGE.
- *B. PRICE DEPENDS ON HOW MANY THERE ARE TO DO THE JOB AND IF THEY ARE NEEDED.
- C. PRICE DEPENDS ON ONLY HOW QUICKLY YOU CAN GET THE JOB DONE.

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF THE CONCEPTS LABELLED BY BY THE TERMS *TOOLS*, *TECHNIQUES*, AND *TECHNOLOGY*, AS THEY ARE USED IN THE SOCIAL STUDIES, BY SELECTING THE CORRECT DEFINITION OF EACH. %30

0316

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

TOOL

2089

- A. A WAY OF DOING SOMETHING THAT WILL MAKE LIFE BETTER FOR MAN.
- B. AN OBJECT USED BY A WORKMAN TO MAKE THINGS OUT OF WOOD, METAL, PLASTIC OR OTHER MATERIALS.
- *C. AN OBJECT USED TO MAKE SOMETHING MORE USEFUL TO MAN.
- D. ANYTHING THAT MAN USES IN HIS DAILY LIFE.

2089

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2089

TECHNIQUE

2090

- *A. THE WAY IN WHICH THINGS ARE ACHIEVED WHICH ARE USEFUL TO MAN.

2090

- B. SOMETHING WHICH IS USED TO MAKE MAN'S WORLD MORE USEFUL TO HIM.

2090

2090

- C. THE SKILLS WHICH MAN HAS FOR PRODUCING THINGS HE NEEDS.

2090

- D. INDUSTRIES, FACTORIES AND MACHINES.

2090

2090

TECHNOLOGY

2091

- *A. THE OBJECTS MAN USES AND THE WAYS IN WHICH HE USES THEM TO PRODUCE THE THINGS HE NEEDS.

2091

- B. ALL OF THE MACHINES AND TRANSPORTATIONAL DEVICES USED BY MAN.

2091

- C. THE WAY MAN GOES ABOUT MAKING SOMETHING USEFUL TO HIM.

2091

- D. ALL OF THE ENGINEERING AND BUSINESS PRACTICES USED TO PRODUCE AND SELL PRODUCTS USEFUL TO MAN.

2091

2091

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERMS *TOOLS*,
 TECHNIQUES, AND *TECHNOLOGY* BY LABELING EXAMPLES OF EACH OF
 THEM CORRECTLY.

READ THE PARAGRAPH AND ANSWER THE QUESTIONS.

KNIGHTS KAHN WENT HUNTING WITH HIS FAVORITE HAWK UPON HIS WRIST.
 HAWKS WERE TRAINED TO HUNT SMALL GAME IN THOSE DAYS. AT THE KING'S
 COMMAND THE HAWK WOULD FLY HIGH AND SEARCH WITH KEEN EYES FOR AN
 SUSPECTING RABBIT OR PRAIRIE BIRD. THEN IT WOULD SWOOP DOWN
 WITH LIGHTENING SPEED AND CARRY OFF ITS VICTIM TO THE KING.

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THE MAIN PURPOSE OF THE ABOVE PARAGRAPH IS TO DESCRIBE A
 TECHNIQUE.
 TOOL.
 TECHNOLOGY.

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UNDERGROUND PIPELINES SILENTLY TRANSPORT CRUDE OIL *OIL THAT HAS
 JUST COME FROM THE GROUND*, PRODUCTS AND NATURAL GAS ACROSS THE
 COUNTRY. ALTHOUGH MANY PERSONS DO NOT KNOW THEY EXIST, PIPELINES
 ARE THE LARGEST SINGLE MOVERS OF OIL. THEY CARRY MORE THAN 559
 MILLION TONS ANNUALLY, OR 44.5 PER CENT OF ALL THE CRUDE OIL AND
 PETROLEUM PRODUCTS TRANSPORTED IN THE UNITED STATES. IN THE
 POINT OF WEIGHT HANDLED, PIPELINES RANK THIRD AMONG ALL TYPES OF
 FREIGHT TRANSPORTATION IN THE UNITED STATES.

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WHICH STATEMENT ABOUT THIS PARAGRAPH IS THE MOST CORRECT?
 A. *TECHNOLOGY* IS A MAJOR PART OF THE TRANSPORTING OF OIL AND
 ITS PRODUCTS.
 B. PIPELINE OPERATIONS IS ONE OF THE MOST IMPORTANT
 TRANSPORTATION *TECHNIQUES* IN THE UNITED STATES.
 C. PUMPING OIL ACROSS THE COUNTRY BY PIPELINE HAS BECOME ONE OF
 THE MOST IMPORTANT *TOOLS* OF THE OIL INDUSTRY.
 D. PIPES FOR PUMPING OIL ARE AN IMPORTANT *TECHNIQUE* IN THE
 OIL INDUSTRY.

0041

BELOW IS A LIST OF STATEMENTS ABOUT WORK ACTIVITIES OF VARIOUS
 INDUSTRIES. IN THE ANSWER SPACE MARK
 A - IF THE STATEMENT DESCRIBES A *TOOL*.
 B - IF IT DESCRIBES A *TECHNIQUE*.
 C - IF IT DESCRIBES A *TECHNOLOGY*.
 D - IF IT DESCRIBES *NONE* OF THE ABOVE TERMS.

2094
 2094

THE ANCIENT EGYPTIANS HAD VERY LITTLE WOOD AVAILABLE FOR
 BUILDING PURPOSES, BUT THERE WAS PLENTY OF STONE. *D

IN THE UNITED STATES, THE MACHINES, IMPLEMENTS AND METHODS
 EMPLOYED IN PROVIDING THE THINGS PEOPLE USE ARE BASED UPON AN
 ADVANCED KNOWLEDGE OF SCIENCE AND ENGINEERING. *C

2095
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MAKING BRICKS FOR CONSTRUCTION OF BUILDINGS IN ANCIENT TIMES
 THE PEOPLE OF THE TIGRIS-EUPHRATES RIVER VALLEY MIXED STRAW WITH
 CLAY TO GIVE THE BRICKS MORE STRENGTH. *B

2096
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THE EGYPTIANS MOVED THEIR STONE BLOCKS FROM THE QUARRIES TO THE
 LOCATION OF THE CONSTRUCTION WORK BY FLOATING THEM DOWN THE NILE
 RIVER ON BARGES. *B

2097
 2097
 2097

THE ESKIMO HARPOON CONSISTS OF TWO LONG PIECES OF WOOD AND A

2098

JAGGED POINT MADE OF FLINT, ALL HELD TOGETHER BY A STRIP OF
HIDE. *A 2098
2098

THE PLAINS INDIANS DEVELOPED INSTRUMENTS AND PROCESSES WHICH MADE
IT POSSIBLE TO PRODUCE MOST OF THE THINGS THEY NEEDED FROM THE
BUFFALO. *C 2099
2099
2099

HE MAILED COPIES OF THE ORDER TO EVERY SALESMAN IN THE
COMPANY. *B 2100
2100

THE TYPEWRITER IS STANDARD EQUIPMENT IN MOST OFFICES IN THE
UNITED STATES. *A

THE SEMANG PYGMIES OF MALAYA USE BAMBOO WHICH GROWS IN MANY
SIZES IN THE JUNGLE. *D 2101
2101

DISHWASHING IS A DAILY ACTIVITY IN MOST AMERICAN HOMES. *B 2102

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN EXAMPLES OF
CAPITALISM, SOCIALISM, AND COMMUNISM BY SELECTING EXAMPLES OF
EACH IN GIVEN SITUATIONS. %5 0220

DIRECTIONS - DECIDE WHICH IS AN EXAMPLE OF SOCIALISM, COMMUNISM
OR CAPITALISM. 0058

MR. JOHNSON OWNS THE WHITEWAY LAUNDRY. 2324
A. SOCIALISM 2324
B. COMMUNISM 2324
*C. CAPITALISM 2324

MR. JONES IS NOT ALLOWED TO CHANGE JOBS. 2325
A. SOCIALISM 2325
*B. COMMUNISM 2325
C. CAPITALISM 2325

MR. SMYTH CANNOT OWN A RAILROAD BUT HE CAN HAVE A BUS BUSINESS. 2326
*A. SOCIALISM 2326
B. COMMUNISM 2326
C. CAPITALISM 2326

I CAN'T GET A BETTER SALARY BY MYSELF. 2327
*A. SOCIALISM 2327
B. COMMUNISM 2327
C. CAPITALISM 2327

MR. BROWN DOESN'T HAVE A JOB BECAUSE OF A LACK OF EDUCATION. 2328
A. SOCIALISM 2328
B. COMMUNISM 2328
*C. CAPITALISM 2328

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN RAW MATERIAL AND
MANUFACTURED GOODS BY CLASSIFYING EXAMPLES. %12 0416

DIRECTIONS - WRITE *A* IN FRONT OF EACH THING THAT IS A
MANUFACTURED PRODUCT. WRITE *B* IN FRONT OF EACH THING THAT IS A 0101

RAW MATERIAL THAT MAY BE USED TO MANUFACTURE SOMETHING.

BLANKETS *A	3037
BRICKS *A	3038
COWHIDE *B	3039
DESK *A	3040
FLAX *B	3041
FURS *B	3042
LOCOMOTIVE *A	3043
PAPER *A	3044
SHOES *A	3045
SOAP *A	3046
TREES *B	3047
WHEAT *B	3048

GIVEN A LIST OF RESOURCES FROM THE NORTHEASTERN STATES, THE STUDENT WILL BE ABLE TO DISTINGUISH WHICH IS MAN MADE AND WHICH IS NATURE MADE BY SELECTING THE CORRECT CHOICE. %15n 0037

MARK EACH ITEM BELOW WITH THE CORRECT LABEL.

- A. MAN MADE
- B. NATURE MADE

PORT OF NEW YORK *A	1748
FISH *B	1749
HUDSON RIVER *B	1750
BOSTON *A	1751
WALL STREET *A	1752
CHESAPEAKE BAY *B	1753
COAL *B	1754
NATURAL GAS *B	1755
MINE *A	1756
MARBLE *B	1757
IMESTONE *B	1758
WAREHOUSE *A	1759

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH THE MORE ESSENTIAL FROM THE LESS ESSENTIAL FACTORS IN A CITY'S GROWTH BY CORRECTLY CATEGORIZING THEM ON GIVEN LISTS. %30

SELECT THE PHRASE AFTER EACH PARAGRAPH WHICH BEST EXPLAINS WHY THE CITY DEVELOPED.

MANY VERY HARD WORKING PEOPLE LIVE IN FLINT, MICHIGAN, WHICH IS A GREAT TIRE MANUFACTURING CITY. THERE ARE LOTS OF FINE LIBRARIES AND SCHOOLS IN FLINT AND TRANSPORTATION IS MADE EASY BY THE EXCELLENT BUS SERVICE. TIRES FROM FLINT ARE USED BY THE GREAT AUTOMOBILE MAKING COMPANIES IN DETROIT, MICHIGAN.

A. NEARNESS TO MARKETS
B. FINE TRANSPORTATION WITHIN THE CITY
C. LOTS OF HARD WORKING PEOPLE
D. FINE LIBRARIES AND SCHOOLS

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NEW YORK, THE CITY OF GIANT SKYSCRAPERS, HAS MANY WONDERFUL THINGS FOR SIGHTSEERS. IT ALSO HAS SLUMS. A LOT OF BUSINESS IS CARRIED ON IN NEW YORK, AND THERE ARE PEOPLE OF MANY TYPES THERE. BECAUSE OF THE GREAT HARBORS, GOODS CAN BE TRANSFERRED FROM NEW YORK TO MANY OTHER PLACES.

A. GIANT SKYSCRAPERS
B. BUSINESS BEING CARRIED ON
*C. HARBORS MAKE NEW YORK A TRANSFER POINT
D. WONDERFUL THINGS FOR SIGHTSEERS

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MANY GERMANS AND POLISH PEOPLE LIVE IN BUFFALO. THESE PEOPLE STILL CELEBRATE MANY OF THEIR OLD EUROPEAN HOLIDAYS. THE CITY'S MAIN INDUSTRIES ARE FLOUR AND STEEL MILLS WHICH GET RAW MATERIALS FROM THE MIDDLE WEST. BUFFALO IS LOCATED ON THE EASTERN END OF LAKE ERIE AND IS A BEAUTIFUL CITY.

A. PEOPLE WHO SAVE THEIR MONEY
B. EUROPEAN HOLIDAYS CELEBRATED
*C. EASY TO GET RAW MATERIALS BECAUSE OF GREAT LAKES TRANSPORT-
ATION

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW A TIME LINE IS READ BY SELECTING ANSWERS WITH THE AID OF A BLANK TIME LINE. %30

0309

DIRECTIONS - USING THE EXAMPLES OF TIME LINES SELECT THE CORRECT ANSWER.

0040

500 X Y 1700

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IN THE ABOVE TIME LINE, THE SPACE FROM X TO Y REPRESENTS

A. 150 YEARS.
B. 200 YEARS.
*C. 300 YEARS.
D. 600 YEARS.
E. 1200 YEARS.

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THE AGED RECEIVE INCOME FROM SOCIAL INSURANCE OR SOCIAL SECURITY. 2279
 FROM THE TWO CHARTS ABOVE, ONE COULD CONCLUDE THAT 2279
 A. THE GOVERNMENT IS LOSING A LOT OF MONEY FROM SOCIAL 2279
 INSURANCE. 2279
 *B. THE GOVERNMENT IS BREAKING ABOUT EVEN. 2279
 C. THE GOVERNMENT IS MAKING A GREAT PROFIT ON SOCIAL INSURANCE. 2279
 D. YOU CAN'T SAY BECAUSE OF LACK OF INFORMATION. 2279

FROM THE ABOVE INFORMATION ONE COULD CONCLUDE THAT 2280
 *A. MORE MONEY IS SPENT ON THE WAR THAN ON THE POVERTY PROGRAM. 2280
 B. MORE MONEY IS SPENT ON THE POVERTY PROGRAM THAN ON THE WAR. 2280
 C. THERE IS AN EQUAL AMOUNT SPENT ON BOTH. 2280
 D. YOU CAN'T SAY BECAUSE OF LACK OF INFORMATION. 2280

THE *TOTAL* AMOUNT OF MONEY SPENT PER DOLLAR ON THE *MILITARY* 2281
 PROGRAM IS 2281
 A. 28 CENTS. 2281
 B. 13 CENTS. 2281
 *C. 41 CENTS. 2281
 D. CANNOT BE DETERMINED FROM THE ABOVE INFORMATION. 2281

THE AMOUNT OF MONEY SPENT IN EUROPE %PER ONE DOLLAR IS 2282
 A. 2 CENTS. 2282
 B. 6 CENTS. 2282
 C. 4 CENTS. 2282
 *D. UNDETERMINED FROM THE ABOVE INFORMATION. 2282

THE TOTAL AMOUNT SPENT ON THE SPACE PROGRAM IS 2283
 A. 28 CENTS PER ONE DOLLAR. 2283
 B. GREATER THAN THE TOTAL DEFENSE BUDGET. 2283
 C. EQUAL TO VIETNAM WAR BUDGET. 2283
 *D. UNDETERMINED FROM THE ABOVE INFORMATION. 2283

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET INFORMATION 0206
 FROM A GRAPH BY SELECTING THE MOST LOGICAL CONCLUSION TO BE DRAWN
 FROM THE GIVEN CLIMATIC DATA. %26

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF 0001
 CHOICES.

IN WHICH MONTH DOES IT GET THE HOTTEST IN ROME? 2300732
 A. JANUARY 2300732
 B. APRIL 2300732
 C. JUNE 2300732
 *D. AUGUST 2300732

IN WHICH MONTH DOES THE TEMPERATURE FALL THE LOWEST IN ROME? 2300733
 *A. JANUARY 2300733
 B. APRIL 2300733
 C. NOVEMBER 2300733
 D. OCTOBER 2300733

BETWEEN WHICH TWO MONTHS DOES THE TEMPERATURE CHANGE THE MOST ON 2300734
 THE GRAPH? 2300734
 A. JANUARY-FEBRUARY 2300734
 B. JULY-AUGUST 2300734
 *C. OCTOBER-NOVEMBER 2300734

D. DECEMBER-JANUARY	2300734
IN ROME IN APRIL THE AVERAGE DAILY TEMPERATURE IS	2300735
A. 50 DEGREES.	2300735
B. 76 DEGREES.	2300735
C. 66 DEGREES.	2300735
*D. 56 DEGREES.	2300735
IN ROME THE AVERAGE DAILY TEMPERATURE RANGE FOR THE YEAR IS FROM	2300736
A. 50 DEGREES-80 DEGREES.	2300736
*B. 44 DEGREES-76 DEGREES.	2300736
C. 52 DEGREES-72 DEGREES.	2300736
D. 44 DEGREES-84 DEGREES.	2300736
THE GRAPH SHOWS WHICH OF THE FOLLOWING	2300737
A. THE HOTTEST READING FOR JANUARY	2300737
B. THE COLDEST READING FOR JANUARY	2300737
C. THE AVERAGE READING FOR JANUARY	2300737
*D. THE AVERAGE DAILY READING FOR JANUARY	2300737
ACCORDING TO THE GRAPH, WHICH CONTINENT IS LARGEST	2300738
A. AFRICA	2300738
*B. ASIA	2300738
C. NORTH AMERICA	2300738
D. SOUTH AMERICA	2300738
ACCORDING TO THE GRAPH, WHICH CONTINENT IS SMALLEST	2300739
A. EUROPE	2300739
B. SOUTH AMERICA	2300739
C. ANTARCTICA	2300739
*D. AUSTRALIA	2300739
WHICH CONTINENT INCLUDES 16% OF THE LAND SURFACE INCLUDED IN THE GRAPH	2300740
A. AFRICA	2300740
B. SOUTH AMERICA	2300740
*C. NORTH AMERICA	2300740
D. ASIA	2300740
WHICH OF THE FOLLOWING CONTINENTS IS SMALLER THAN SOUTH AMERICA	2300741
A. AFRICA	2300741
B. ASIA	2300741
C. NORTH AMERICA	2300741
*D. EUROPE	2300741
WHICH COUNTRY HAS THE LARGEST POPULATION	2300742
A. ITALY	2300742
*B. GREAT BRITAIN	2300742
C. FRANCE	2300742
D. BELGIUM	2300742
E. DENMARK	2300742
WHICH COUNTRY HAS THE SMALLEST POPULATION	2300743
A. ITALY	2300743
B. GREAT BRITAIN	2300743
C. FRANCE	2300743
D. BELGIUM	2300743
*E. DENMARK	2300743
WHICH COUNTRY HAS A SMALLER POPULATION THAN BELGIUM	2300744
A. ITALY	2300744

B. GREAT BRITAIN	2300744
C. FRANCE	2300744
*D. DENMARK	2300744
WHICH COUNTRY HAS A LARGER POPULATION THAN FRANCEO	2300745
*A. GREAT BRITAIN	2300745
B. DENMARK	2300745
C. BELGIUM	2300745
IN WHICH MONTH DOES IT GET THE HOTTEST IN BUFFALOO	2300746
A. JANUARY	2300746
B. JUNE	2300746
*C. JULY	2300746
D. AUGUST	2300746
IN WHICH MONTH DOES THE TEMPERATURE FALL THE LOWEST IN BUFFALOO	2300747
A. NOVEMBER	2300747
B. DECEMBER	2300747
C. JANUARY	2300747
*D. FEBRUARY	2300747
IN BUFFALO IN JULY THE NORMAL MONTHLY TEMPERATURE IS	2300748
A. 26.	2300748
B. 64.	2300748
*C. 70.	2300748
D. 60.	2300748
IN BUFFALO THE AVERAGE DAILY TEMPERATURE RANGE FOR THE YEAR IS FROM	2300749
*A. 24 DEGREES-70 DEGREES.	2300749
B. 30 DEGREES-70 DEGREES.	2300749
C. 29 DEGREES-71 DEGREES.	2300749
D. 26 DEGREES-70 DEGREES.	2300749
THE GRAPH SHOWS WHICH OF THE FOLLOWINGO	2300750
A. THE COLDEST READING FOR JANUARY	2300750
B. THE HOTTEST READING FOR JANUARY	2300750
C. THE AVERAGE READING FOR JANUARY	2300750
*D. THE NORMAL TEMPERATURE FOR THE MONTH OF JANUARY	2300750
WHICH TWO CONTINENTS CONTAIN HALF OF THE LAND SURFACE INCLUDED IN THE GRAPHO	2300752
A. ASIA AND EUROPE	2300752
B. SOUTH AMERICA AND AFRICA	2300752
C. NORTH AMERICA AND ASIA	2300752
*D. ASIA AND AFRICA	2300752
THE CONTINENT OF ASIA CONTAINS OVER TWICE THE LAND AREA OF	2300754
A. EUROPE.	2300754
B. ANTARCTICA.	2300754
C. SOUTH AMERICA.	2300754
D. AUSTRALIA.	2300754
*E. EACH OF THE ABOVE	2300754
THE POPULATION OF BELGIUM IS ABOUT	2300755
A. 2,000,000.	2300755
B. 5,000,000.	2300755
*C. 10,000,000.	2300755
D. 50,000,000.	2300755
THE POPULATION OF FRANCE IS ABOUT	2300756

A. 24,000,000.	2300756
B. 27,000,000.	2300756
*C. 48,000,000.	2300756
D. 240,000,000.	2300756
THIS GRAPH IS DESIGNED PRIMARILY TO	2300757
A. GIVE ACCURATE STATISTICS ON POPULATION.	2300757
B. STUDY THE POPULATION OF A COUNTRY.	2300757
*C. COMPARE THE POPULATION OF COUNTRIES.	2300757
D. COMPARE THE SIZE OF FIVE COUNTRIES TO THEIR POPULATION.	2300757
E. INDICATE THE LARGEST AND SMALLEST COUNTRIES IN EUROPE ACCORDING TO POPULATION.	2300757
BETWEEN WHICH TWO MONTHS DOES THE TEMPERATURE CHANGE THE MOST IN BUFFALO	2300758
A. FEBRUARY-MARCH	2300758
*B. MARCH-APRIL	2300758
C. JUNE-JULY	2300758
D. DECEMBER-JANUARY	2300758
BECAUSE THE GRAPH IS NOT MARKED LESS THAN 20 DEGREES, IT INDICATES THAT	2300759
A. IT WILL NEVER BE BELOW 20 DEGREES IN BUFFALO.	2300759
B. IT HAS NEVER BEEN BELOW 20 DEGREES IN BUFFALO.	2300759
*C. DURING THAT YEAR IT DID NOT GO BELOW 20 DEGREES IN BUFFALO.	2300759
EURASIA, ROBERT GLENDINNING GINN AND COMPANY, 1958	121

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE SPECIFIC DIRECTIONS BY SELECTING THE MOST SPECIFICALLY STATED DESCRIPTION IN A LIST OF RESPONSES. %40	0319
DIRECTIONS - COMPLETE EACH ITEM BY SELECTING THE MOST SPECIFICALLY STATED DESCRIPTION. PUT THE LETTER OF YOUR ANSWER ON THE BLANK TO THE LEFT OF EACH ITEM.	0044
THE APPLE IS LOCATED ON THE	2128
*A. NORTHEAST CORNER OF THE YELLOW TABLE.	2128
B. EDGE OF THE TABLE BY THE DOOR.	2128
C. TABLE BETWEEN THE DOOR AND THE WINDOW.	2128
D. TABLE BY THE WINDOW.	2128
ONE GEOMETRIC FIGURE CAN BE DESCRIBED AS A	2129
A. ROUND OBJECT AS BIG AS AN APPLE.	2129
B. CIRCLE AS BIG AS AN APPLE.	2129
C. ROUND OBJECT, THREE INCHES IN DIAMETER.	2129
*D. CIRCLE, THREE INCHES IN DIAMETER.	2129
IN THE NEWSPAPER, THE POLITICAL CARTOON IS LOCATED	2130
A. IN SECTION II BY THE EDITORIALS.	2130
*B. ON THE TOP, RIGHT HAND CORNER OF PAGE 30.	2130
C. TO THE RIGHT OF THE TAX ARTICLE.	2130
D. JUST BEFORE THE SPORTS PAGE.	2130
HE ARRIVED HOME AT	2131

- *A. ELEVEN IN THE EVENING.
- B. ONE HOUR PAST HIS CURFEW.
- C. A VERY LATE HOUR.
- D. ELEVEN O'CLOCK.

213
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213

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF MAP TERMINOLOGY
BY CORRECTLY IDENTIFYING EXAMPLES OF THEIR USE IN GIVEN SITUATIONS. %22

022

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

A MAP OF A VERY SMALL AREA CAN BE DRAWN WITH *
ACCURACY THAN A MAP OF A LARGER AREA.

2300923
2300923
2300923
2300923
2300923
2300923

- *A. MORE
- B. LESS
- C. EQUAL
- D. SIMILAR

DRAWINGS ON A MAP WHICH SHOW SHAPE AND LOCATION OF THINGS ON THE EARTH ARE CALLED

2300924
2300924
2300924
2300924
2300924
2300924

- A. LEGENDS.
- B. COMPASS ROSES.
- *C. SYMBOLS.
- D. ALL OF THE ABOVE

SIZE AND DISTANCE ON A MAP ARE DEMONSTRATED THROUGH USE OF A

2300925
2300925
2300925
2300925
2300925

- *A. SCALE.
- B. CONTOUR.
- C. TABLE.
- D. MILE.

A LEGEND IS THE SAME AS A

2300926
2300926
2300926
2300926
2300926

- A. SCALE.
- B. COMPASS.
- *C. KEY.
- D. MAP.

A COMPASS ROSE ON A MAP ALWAYS INDICATES

2300927
2300927
2300927
2300927
2300927

- A. PLANT LIFE.
- B. SUMMER.
- C. NORTH AT THE TOP.
- *D. DIRECTIONS.

DOTS ON A MAP INDICATE

2300928
2300928
2300928
2300928
2300928

- A. CITIES.
- B. POPULATION.
- C. RAINFALL.
- *D. ANY OF THE ABOVE

IRREGULARITIES IN THE EARTH'S SURFACE ON A MAP ARE REFERRED TO AS

2300929
2300929
2300929
2300929
2300929

- A. LAND FORMS.
- *B. RELIEF.
- C. SCALE.
- D. LEGEND.

ON A SMALL THREE DIMENSIONAL MODEL OF THE EARTH, MOUNTAINS WOULD

2300929

TO BE *	* ON A LARGE THREE DIMENSIONAL MODEL OF THE	2300930
EARTH.		2300930
A. HIGHER THAN		2300930
B. THE SAME AS		2300930
C. LOWER THAN		2300930
TOPOGRAPHICAL MAP MAY BE REFERRED TO AS A *	* MAP.	2300931
A. WEATHER		2300931
B. MOUNTAINS		2300931
C. CONE SHAPED		2300931
D. CONTOUR		2300931
CONTOUR LINES REACH THE TOP OF A HILL ON A MAP THEY ARE		2300932
GENERALLY		2300932
A. LONGER.		2300932
B. SHORTER.		2300932
C. EQUAL.		2300932
D. HICHER.		2300932
WHEN CONTOUR LINES ARE FAR APART WE KNOW THE LAND		2300933
A. SLOPES GENTLY.		2300933
B. IS FLAT.		2300933
C. RISES RAPIDLY.		2300933
D. LOOKS MOUNTAINOUS.		2300933
WHEN CONTOUR LINES ARE CLOSE TOGETHER WE KNOW THE LAND		2300934
A. IS FLAT.		2300934
B. SLOPES STEEPLY.		2300934
C. SLOPES GENTLY.		2300934
D. IS DESERT.		2300934
TOPOGRAPHICAL MAPS ARE ESPECIALLY USEFUL TO		2300935
A. DEEP-SEA FISHERMEN.		2300935
B. ROAD BUILDERS.		2300935
C. WHEAT FARMERS.		2300935
D. COPPER MINERS.		2300935
SCALE ON MAPS AND GLOBES GIVES INFORMATION ABOUT		2300936
A. POPULATION.		2300936
B. DISTANCE.		2300936
C. DIRECTION.		2300936
D. ELEVATION.		2300936
LINES OF LATITUDE ARE CALLED		2300937
A. MERIDIANS.		2300937
B. LONGITUDE.		2300937
C. PARALLELS.		2300937
D. NONE OF THE ABOVE		2300937
LINES OF LONGITUDE ARE CALLED		2300938
A. LATITUDES.		2300938
B. EQUATORS.		2300938
C. PARALLELS.		2300938
D. MERIDANS.		2300938
THE MEASURING UNIT USED IN OUR SYSTEM OF LOCATING PLACES ON		2300939
MAPS OR GLOBES IS CALLED THE		2300939
A. SCALE.		2300939
B. INCH.		2300939
C. MILE.		2300939
D. DEGREE.		2300939

A MAP WHICH SHOWS CONTOUR OF LAND BY MEANS OF LINES DRAWN TO SHOW DIFFERENT HEIGHTS OF THE EARTH'S SURFACE IS A	2300940
A. ROAD MAP.	2300940
B. RELIEF MAP.	2300940
C. PHYSICAL MAP.	2300940
*D. TOPOGRAPHICAL MAP.	2300940

FLAT MAPS WHICH SHOW THE EARTH MUCH AS IT LOOKS FROM AN AIRPLANE ARE CALLED	2300941
A. TOPOGRAPHICAL MAPS.	2300941
*B. RELIEF MAPS.	2300941
C. CONTOUR MAPS.	2300941
D. SPECIAL PURPOSE MAPS.	2300941

DIRECTIONS ON A MAP ARE INDICATED BY	2300942
A. A SCALE OF MILES.	2300942
*B. A COMPASS ROSE.	2300942
C. A LEGEND BOX.	2300942
D. NONE OF THE ABOVE	2300942

TO FIND THE SHORTEST ROUTE BETWEEN ANY TWO POINTS ON EARTH SAILORS AND FLIERS USE A%N□ * * PROJECTION.	2300943
A. EQUAL-AREA	2300943
B. MERCATOR	2300943
*C. GNOMONIC	2300943
D. HOMOLOGRAPHIC	2300943

SHAPES OF LAND MASSES AND RODIES OF WATER ARE DISTORTED ON 1%N□ * * MAP.	2300944
*A. EQUAL AREA	2300944
B. MERCATOR	2300944
C. GNOMONIC	2300944
D. GLOBE	2300944

TRUE DIRECTIONS ARE NOT SHOWN ON A%N□ * * PROJECTION.	2300945
A. EQUAL AREA	2300945
B. GNOMONIC	2300945
*C. MERCATOR	2300945
D. HOMOLOGRAPHIC	2300945

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF TERMINOLOGY COMMONLY USED IN MAP READING BY IDENTIFYING THE TERM FROM A LIST OF DESCRIPTIONS. %65□	0264
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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AN IMAGINED LINE THROUGH THE EARTH OR THE REAL ROD THROUGH A GLOBE, AND ABOUT WHICH THE OBJECT TURNS IS CALLED AN	1249
A. EQUATOR.	2301249
B. OASIS.	2301249
*C. AXIS.	2301249
D. ISLAND.	2301249

SPHERE MEANS SHAPED LIKE A	2301250
A. TOP.	2301250

79. BALL.	2301250
80. FOOTBALL.	2301250
81. SQUARE.	2301250
82. THE LARGEST BODIES OF WATER %SHOWN ON A GLOBE ARE CALLED	2301251
83. A. SEAS.	2301251
84. B. RIVERS.	2301251
85. *C. OCEANS.	2301251
86. D. PONDS.	2301251
87. THE LARGEST BODIES OF LAND SHOWN ON A GLOBE OR MAP ARE NAMED	2301252
88. A. ISLANDS.	2301252
89. *B. CONTINENTS.	2301252
90. C. PENINSULAS.	2301252
91. D. REGIONS.	2301252
92. SMALLER BODIES OF WATER ON AN EARTH GLOBE ARE CALLED	2301253
93. A. OCEANS.	2301253
94. B. PONDS.	2301253
95. *C. SEAS.	2301253
96. D. CREEKS.	2301253
97. SMALLER BODIES OF LAND, SURROUNDED BY WATER, ARE CALLED	2301254
98. A. REGIONS.	2301254
99. B. STATES.	2301254
100. C. CONTINENTS.	2301254
101. *D. ISLANDS.	2301254
102. THE POINT FARTEST NORTH ON THE GLOBE IS CALLED THE	2301255
103. A. SOUTH POLE.	2301255
104. B. POLAR REGIONS.	2301255
105. *C. NORTH POLE.	2301255
106. D. FRIGID ZONE.	2301255
107. HALFWAY BETWEEN THE NORTH POLE AND THE SOUTH POLE THERE IS A	2301256
108. LINE WHICH IS CALLED THE	2301256
109. A. EQUATOR.	2301256
110. B. AXIS.	2301256
111. C. FALL LINE.	2301256
112. D. COASTLINE.	2301256
113. THE POINT FARTEST SOUTH ON THE GLOBE IS CALLED THE	2301257
114. A. NORTH POLE.	2301257
115. B. TIMBERLINE.	2301257
116. C. SOUTHERN DRIFT.	2301257
117. *D. SOUTH POLE.	2301257
118. LINES ON A GLOBE STRETCHING FROM THE NORTH POLE TO THE SOUTH	2301258
119. POLE ARE CALLED LINES OF	2301258
120. A. LONGITUDE.	2301258
121. B. LATITUDE.	2301258
122. C. FAULTING.	2301258
123. D. CONTOUR.	2301258
124. OTHER LINES ON THE GLOBE, A SET DISTANCE APART, ON EITHER SIDE	2301259
125. OF THE EQUATOR, ARE CALLED LINES OF	2301259
126. A. LONGITUDE.	2301259
127. B. SEPARATION.	2301259
128. *C. LATITUDE.	2301259
129. D. DIVISION.	2301259

HEMISPHERE MEANS	
A. ONE-FOURTH OF A SPHERE.	2301260
*B. HALF OF A SPHERE.	2301260
C. ONE-THIRD OF A SPHERE.	2301260
D. ONE SPHERE.	2301260
WHEN A GLOBE IS MARKED WITH LINES TO SHOW TIME ZONES, THE EQUATOR IS MARKED OFF INTO	
A. 12 SPACES.	2301261
B. 6 SPACES.	2301261
*C. 24 SPACES.	2301261
D. 4 SPACES.	2301261
THE PATHWAY THE EARTH FOLLOWS AROUND THE SUN IS CALLED THE EARTH'S	
A. PATH.	2301262
*B. ORBIT.	2301262
C. ROAD.	2301262
D. ROUTE.	2301262
THE EARTH MAKES ITS FULL JOURNEY AROUND THE SUN IN ABOUT	
A. 360 DAYS.	2301263
B. 250 DAYS.	2301263
C. 265 DAYS.	2301263
*D. 365 DAYS.	2301263
WEATHER OVER A LONG PERIOD OF TIME IN ANY ONE PLACE IS CALLED	
A. RAINFALL.	2301264
B. PRECIPITATION.	2301264
*C. CLIMATE.	2301264
D. HEAT.	2301264
A GLOBE IS A SMALL MODEL OF THE	
A. MOON.	2301265
B. SUN.	2301265
*C. EARTH.	2301265
D. LAND.	2301265
LAND THAT RISES SHARPLY TO GREAT HEIGHTS IS CALLED	
A. HILLS.	2301266
*B. MOUNTAINS.	2301266
C. RIDGES.	2301266
D. CLIFFS.	2301266
A MAP SHOWS THE EARTH OR A PART OF THE EARTH ON A	
*A. FLAT SURFACE.	2301267
B. HIGH SURFACE.	2301267
C. LOW PLACE.	2301267
D. PHOTOGRAPH.	2301267
A COMPASS IS DIRECTION-FINDING TOOL THAT HAS A NEEDLE WHICH ALWAYS POINTS TOWARD	
A. EAST AND WEST.	2301268
*B. NORTH AND SOUTH.	2301268
C. NORTHEAST.	2301268
D. SOUTHWEST.	2301268
DIVISIONS OF DISTANCE ON A MAP USED TO REPRESENT THE NATURAL DISTANCES ON EARTH ARE REFERRED TO AS THE	
A. SYMBOLS.	1269
B. LEGEND.	2301269
	2301269

C. MILES.	2301269
*D. SCALE.	2301269
THE CENTER OF STATE GOVERNMENT IS A CITY NAMED THE	2301270
A. COUNTY SEAT.	2301270
B. CAPITOL.	2301270
*C. CAPITAL.	2301270
D. TRADE CENTER.	2301270
THE SYMBOLS USED ON A MAP ARE EXPLAINED ON A PART OF A MAP CALLED A	2301271
*A. LEGEND.	2301271
B. SCALE.	2301271
C. LINE.	2301271
D. ROUTE.	2301271
THE LEVEL OF THE SURFACE OF THE OCEAN IS CALLED	2301272
A. GROUND LEVEL.	2301272
*B. SEA LEVEL.	2301272
C. COASTLINE.	2301272
D. BORDERLINE.	2301272
A LINE WHICH SHOWS LAND OF EQUAL HEIGHT ON THE EARTH'S SURFACE IS CALLED A	2301273
A. STRAIGHT LINE.	2301273
*B. CONTOUR LINE.	2301273
C. CROOKED LINE.	2301273
D. COASTLINE.	2301273
LOWLAND BETWEEN TWO HILLS OR MOUNTAINS IS CALLED A	2301274
A. RIDGE.	2301274
B. CLIFF.	2301274
C. GULLY.	2301274
*D. VALLEY.	2301274
PLAINS ARE GREAT SECTIONS OF	2301275
A. HILLY LAND.	2301275
B. DRY LAND.	2301275
C. WET LAND.	2301275
*D. FLAT LAND.	2301275
WATER ON MOST MAPS IS REPRESENTED BY THE COLOR	2301276
A. YELLOW.	2301276
B. GREEN.	2301276
C. RED.	2301276
*D. BLUE.	2301276
THE COAST IS LAND ALONG THE	2301277
*A. OCEAN.	2301277
B. RIVER.	2301277
C. DESERT.	2301277
D. VALLEY.	2301277
A DESERT IS A LAND WHERE THERE IS LITTLE USABLE	2301278
A. SUN.	2301278
*B. WATER.	2301278
C. SAND.	2301278
D. AIR.	2301278
DUNES ARE HILLS OF	2301279
*A. SAND.	2301279

R. SOIL.	2301279
C. PLANTS.	2301279
D. ROCK.	2301279
THE FLOOR OF A BODY OF WATER IS CALLED A	
A. HOLLOW.	2301280
B. TRENCH.	2301280
C. DENT.	2301280
*D. BED.	2301280
A NARROW VALLEY WITH HIGH, STEEP SIDES IS CALLED A	
A. HOLE.	2301281
B. DITCH.	2301281
*C. CANYON.	2301281
D. TRENCH.	2301281
A NARROW STRIP OF LAND, HAVING WATER ON EITHER SIDE, CONNECTING TWO LARGER BODIES OF LAND, IS CALLED AN	
A. ISLAND.	2301282
*B. ISTHMUS.	2301282
C. OASIS.	2301282
D. OUTLET.	2301282
A PIECE OF LAND SURROUNDED ON THREE SIDES BY WATER, WITH A POINT EXTENDING INTO THE WATER, IS CALLED A	
*A. PENINSULA.	2301283
B. BAY.	2301283
C. LAND MASS.	2301283
D. STRAIT.	2301283
THE PLACE WHERE OCEAN NAVIGATION BEGINS AND ENDS IS REFERRED TO AS THE	
A. END LINE.	2301284
B. TIMBERLINE.	2301284
*C. FALL LINE.	2301284
D. BORDER LINE.	2301284
A BAY IS A PART OF A SEA OR LAKE, EXTENDING INTO THE	
A. RIVER.	2301285
B. SEA.	2301285
C. BEACH.	2301285
*D. LAND.	2301285
A POINT OF LAND EXTENDING INTO THE WATER IS CALLED A	
A. BAY.	2301286
*B. CAPE.	2301286
C. GULF.	2301286
D. BEACH.	2301286
A MAN-MADE WATERWAY DIGG ACROSS LAND, AND SOMETIMES CONNECTING TWO BODIES OF WATER IS REFERRED TO AS A	
A. STRAIT.	2301287
B. TRENCH.	2301287
*C. CANAL.	2301287
D. DITCH.	2301287
A STRAIT IS A NARROW CHANNEL CONNECTING TWO LARGER BODIES OF	
A. LAND.	2301288
*B. WATER.	2301288
C. ANIMALS.	2301288
D. CARS.	2301288

A LARGE BAY, OR ARM OF OCFAN OR SEA EXTENDING INTO THE LAND IS CALLED A	2301289
*A. GULF.	2301289
B. CAPE.	2301289
C. CANAL.	2301289
D. STRAIT.	2301289
THE GREAT RIDGE OF THE ROCKY MTS. OF N. AM., WHICH SEPARATES THE STREAMS FLOWING TOWARD THE PACIFIC O. FROM THOSE FLOWING TOWARD THE ATLANTIC O. OR THE ARCTIC O., IS REFERRED TO AS THE	2301290
A. CONTINENTAL SHELF.	2301290
B. CUMBERLAND GAP.	2301290
C. SIERRA NEVADA MT.	2301290
*D. CONTINENTAL DIVIDE.	2301290
THE CONTINENTAL SHELF IS AN UNDERSEA LAND MASS, WHERE THE WATER IS	2301291
A. COLD.	2301291
B. DEEP.	2301291
*C. SHALLOW.	2301291
D. STAGNANT.	2301291
THE EASTERN HEMISPHERE CONTAINS HOW MANY CONTINENTS, OR PARTS OF CONTINENTS	2301292
A. FIVE	2301292
B. THREE	2301292
C. TWO	2301292
*D. FOUR	2301292
THE WESTERN HEMISPHERE CONTAINS PRIMARILY THE TWO CONTINENTS OF	2301293
A. AFRICA AND ASIA.	2301293
B. NORTH AMERICA AND ASIA.	2301293
*C. NORTH AND SOUTH AMERICA.	2301293
D. AUSTRALIA AND ASIA.	2301293
ANTARCTICA AS A WHOLE LAND MASS IS SHOWN IN WHICH HEMISPHEREO	2301294
*A. SOUTHERN HEMISPHERE	2301294
B. NORTHERN HEMISPHERE	2301294
C. EASTERN HEMISPHERE	2301294
D. WASTERN HEMISPHERE	2301294
WHAT IS THE LARGEST ISLAND SHOWN IN THE NORTHERN HEMISPHEREO	2301295
A. ICELAND	2301295
B. CUBA	2301295
C. HAWAII	2301295
*D. GREENLAND	2301295
A RIVER,S SOURCE IS WHERE IT	2301296
*A. BEGINS.	2301296
B. ENDS.	2301296
C. TURNS COLD.	2301296
D. IS DEEP.	2301296
A DEPOSIT OF EARTH AND SAND THAT COLLECTS AT THE MOUTH OF SOME RIVERS IS CALLED A	2301297
A. SAND BANK.	2301297
*B. DELTA.	2301297
C. PENINSULA.	2301297
D. CAPE.	2301297

WHEN A MAN IS ROWING A BOAT DIRECTLY AGAINST THE CURRENT, HE IS SAID TO BE GOING	2301298
A. DOWNSTREAM.	2301298
*B. UPSTREAM.	2301298
C. WITH THE CURRENT.	2301298
D. DOWN THE RAPIDS.	2301298
A BRANCH OF A RIVER THAT FLOWS INTO A LARGER RIVER IS REFERRED TO AS A	2301299
*A. TRIBUTARY.	2301299
B. STREAM.	2301299
C. CREEK.	2301299
D. RESERVOIR.	2301299
A WALL BUILT TO HOLD BACK FLOWING WATER IS A	2301300
A. HILL.	2301300
B. RIDGE.	2301300
*C. DAM.	2301300
D. MOUND.	2301300
A PLACE WHERE WATER IS COLLECTED AND STORED FOR LATER USE IS A	2301301
A. DAM.	2301301
B. LEVEE.	2301301
*C. RESERVOIR.	2301301
D. RIDGE.	2301301
PART OF A RIVER'S COURSE WHERE THE WATER RUSHES QUICKLY, AND WHERE ROCKS STICK OUT OF THE WATER IS REFERRED TO AS THE	2301302
*A. RAPIDS.	2301302
B. CURRENT.	2301302
C. DAM.	2301302
D. RESERVOIR.	2301302
PLACES ALONG THE SHORE, SHELTERED FROM WAVES AND WIND, AND WHERE SHIPS AND BOATS CAN BE ANCHORED, ARE CALLED	2301303
A. BAYS.	2301303
B. BEACHES.	2301303
*C. HARBORS.	2301303
D. CAPES.	2301303
SECTIONS OF WET, MUDDY LAND ARE CALLED	2301304
A. PONDS.	2301304
B. TROUGHS.	2301304
C. TRENCHES.	2301304
*D. SWAMPS.	2301304
A PLAIN BORDERING A RIVER, AND MADE OF SOIL DEPOSITED BY FLOODS IS REFERRED TO AS A	2301305
A. PLAIN.	2301305
B. PRAIRIE.	2301305
*C. FLOOD PLAIN.	2301305
D. HILLY REGION.	2301305
A FOOTHILL IS AT THE BASE OF A MOUNTAIN RANGE. IT IS A	2301306
*A. LOW HILL.	2301306
B. HIGH HILL.	2301306
C. ROCKY HILL.	2301306
D. GRASSY HILL.	2301306
ANY HEIGHT ABOVE THE EARTH'S SURFACE OR ABOVE SEA LEVEL IS REFERRED TO AS	2301307
	2301307

A. UP.	2301307
*B. ELEVATION.	2301307
C. NORTH.	2301307
D. A BRIDGE.	2301307

A FLAT SECTION OF LAND, HIGH ABOVE SEA LEVEL, AND SOMETIMES BETWEEN TWO MOUNTAINS, IS CALLED A	2301308
A. HILL.	2301308
*B. PLATEAU.	2301308
C. RIDGE.	1308
D. SWAMP.	2301308
	2301308

GREAT MASSES OF MOVING ICE ON THE EARTH'S SURFACE ARE REFERRED TO AS	2301309
A. SNOW.	2301309
B. FOG.	2301309
*C. GLACIERS.	2301309
D. RAINFALL.	2301309
	2301309

THE HIGHEST EDGE OF TREE GROWTH, OR THE PLACE WHERE TREES BEGIN TO GROW SOUTH OF THE POLAR REGION, IS KNOWN AS THE	2301310
A. VEGETATION LINE.	2301310
B. GLACIER LINE.	2301310
C. FALL.	2301310
*D. TIMBERLINE.	2301310
	2301310

OUTCROPPINGS OF ROCK, JUST BELOW THE SEA WATER, ARE CALLED	2301311
*A. REEFS.	2301311
B. SAND BARS.	2301311
C. CLIFFS.	2301311
D. RIDGES.	2301311
	2301311

MOUNDS OF SAND JUST UNDER THE WATER ARE KNOWN AS	2301312
A. ISLANDS.	2301312
B. CLIFFS.	2301312
C. REEFS.	2301312
*D. SAND BARS.	2301312
	2301312

A PASS IN A MOUNTAIN RANGE IS KNOWN AS A	2301313
A. TUNNEL.	2301313
B. OPENING.	2301313
*C. GAP.	2301313
D. ROAD.	2301313
	2301313

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE TERMS TIERRA CALIENTE, TIERRA FRIA, AND TIERRA TEMPLADA BY IDENTIFYING THEIR CORRECT DEFINITIONS IN LISTS OF GIVEN CHOICES. %3□

DIRECTIONS-- MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

TIERRA CALIENTE ARE SPANISH WORDS DESCRIBING LAND THAT IS	2300023
*A. HOT.	2300023
B. NEITHER HOT NOR COLD.	2300023
C. COLD.	23
D. DRY.	2300023
	2300023

TIERRA FRIA ARE SPANISH WORDS DESCRIBING LAND THAT IS	2300024
A. WET.	2300024
*B. COLD.	2300024

- C. DRY.
- D. NEITHER HOT NOR COLD.

2300024
2300024

TIERRA TEMPLADA ARE SPANISH WORDS DESCRIBING LAND THAT IS

- A. HOT.
- B. DRY.
- *C. NEITHER HOT NOR COLD.
- D. COLD.

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THE PUPIL WILL DEMONSTRATE HIS ABILITY TO COMPREHEND THE TERMS TIERRA PLATA, TIERRA FRIA, TIERRA TEMPLADA, AND TIERRA CALIENTE BY MATCHING THEM WITH THE APPROPRIATE SITUATIONS. %60

DIRECTIONS-- MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

BANANAS AND PALM TREES GROW EASILY IN THE HOT SUNSHINE. YELLOW FEVER AND MALARIA ARE FEARED BY THE INDIANS BUT GREAT BEACH RESORTS BRING MANY TOURISTS.

THIS DESCRIBES THE AREAS OF LATIN AMERICA CALLED TIERRA

- A. FRIA.
- *B. CALIENTE.
- C. TEMPLADA.
- D. PLATA.

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COFFEE AND ORANGES GROW ON THE HILLS. THE SUN IS WARM, BUT AT NIGHT THE LAND IS COOL. THE SPANISH INVADERS PREFERRED TO LIVE IN CITIES IN THIS CLIMATE.

THIS DESCRIBES THE AREAS OF LATIN AMERICA CALLED TIERRA

- A. PLATA .
- B. FRIA.
- *C. TEMPLADA.
- D. CALIENTE.

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HEAVY CLOTHING PROTECTS THE INDIANS FROM THE COLD WINDS. ONE OF THE HIGHEST LAKES IN THE WORLD, LAKE TITICACA, WAS A CENTER OF INDIAN LIFE BEFORE THE SPANISH INVASION. LLAMAS AND ALPACAS GRAZE ON THE MOUNTAIN SLOPES.

THIS DESCRIBES THE AREAS OF LATIN AMERICA CALLED TIERRA

- A. TEMPLADA.
- B. CALIENTE.
- *C. FRIA.
- D. PLATA.

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HOT WINDS BLOW OFF THE WARM SEA, BRINGING HEAVY RAIN TO THE BANANA PLANTATIONS. PALM TREES SHADE THE RUINS OF THE MAYA CIVILIZATION.

THIS AREA IS CALLED THE

- *A. TIERRA CALIENTE.
- B. TIERRA PLATA.
- C. TIERRA FRIA.
- D. TIERRA TEMPLADA.

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STEEP HILLSIDES ARE PLANTED WITH COFFEE AND ORANGES. THE AIR IS WARM IN DAYLIGHT AND COOL AT NIGHT, AND THE RESORTS OF TAXCO AND CUERNAVACA ARE BUSY WITH TOURISTS.

THIS AREA IS CALLED THE

- A. TIERRA PLATA.
- B. TIERRA CALIENTE.

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C. TIERRA FRIA.	2300098
*D. TIERRA TEMPLADA.	2300098

A HEAVY CLOAK PROTECTS THE SHEPHERD FROM THE SHARP	2300099
COLD. HE EATS HIS MEAL OF POTATOES AND CORN WHILE	2300099
WATCHING HIS FLOCK OF LLAMAS.	2300099
THIS AREA IS CALLED	2300099
*A. TIERRA FRIA.	2300099
B. TIERRA CALIENTE.	2300099
C. TIERRA PLATA.	2300099
D. TIERRA TEMPLADA.	2300099

THE PUPIL SHOWS HIS KNOWLEDGE OF TERMS USED IN CONSERVATION BY	0233
CORRECTLY IDENTIFYING THE BEST DEFINITION OF THE TERMS FROM GIVEN	
SITUATIONS. %3d	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

AREAS WHERE THE SOIL IS POOR AND THE GROWING SEASON IS SHORT,	2301035
CAN OFTEN BE USED FOR	2301035
A. GRAZING.	2301035
*B. FORESTRY.	2301035
C. TRUCK FARMING.	2301035

DRY FARMING IS	2301036
A. TO IRRIGATE LAND, THAT IS TOO DRY TO FARM OTHERWISE.	2301036
BRINGING IN WATER BY ARTIFICIAL MEANS.	2301036
B. RAISING CATTLE ON DRY LAND INSTEAD OF RAISING GRAIN AND	2301036
VEGETABLES.	2301036
*C. RAISING CROPS NEEDING LITTLE MOISTURE AND LETTING SOME	2301036
GROUND REST EACH YEAR.	2301036

DITCHES, CANALS, PIPELINES AND SPRINKLERS ARE TOOLS OF	2301037
A. NAVIGATION.	2301037
*B. IRRIGATION.	2301037
C. DRY FARMING.	2301037

THE PUPIL SHOWS A KNOWLEDGE OF THE DIFFERENT TYPES OF LAND FORMS	0226
BY %Aa SELECTING THE CORRECT DEFINITIONS OF SUCH FORMS AND %Ba	
CORRECTLY LABELING DESCRIPTIONS OF SUCH LAND FORMS IN GIVEN	
SITUATIONS. %32d	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

A LARGE, GENERALLY LEVEL AREA OF HIGH LAND IS A	2300956
A. GLACIER.	2300956
B. MESA.	2300956
C. PIEDMONT.	2300956
*D. PLATEAU.	2300956

A MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE OR VALLEY IS A	2300957
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A. TUNDRA.	2300957
B. MONSOON.	2300957
C. SLEET.	2300957
*D. GLACIER.	2300957
AN AREA OF LAND THAT IS ALMOST SURROUNDED BY WATER AND IS CONNECTED TO A LARGER BODY OF LAND IS A	2300958
A. ISLAND.	2300958
B. ISTHMUS.	2300958
*C. PENINSULA.	2300958
D. PIEDMONT.	2300958
A STEEP-SIDED, FLAT-TOPPED HILL THAT RISES ABRUPTLY FROM THE SURROUNDING LAND IS A	2300959
A. MOUNTAIN.	2300959
B. ISTHMUS.	2300959
C. PLATEAU.	2300959
*D. BUTTE.	2300959
A NARROW STRIP OF LAND CONNECTING TWO LARGER BODIES OF LAND IS A	2300960
A. ISLAND.	2300960
*B. ISTHMUS.	2300960
C. PENINSULA.	2300960
D. MAINLAND.	2300960
A HIGH FLAT-TOPPED MOUNTAIN IS A	2300961
A. BUTTE.	2300961
*B. MESA.	2300961
C. VOLCANO.	2300961
D. PRECIPICE.	2300961
THE MAIN LAND MASSES ON EARTH ARE CALLED	2300962
A. COUNTRIES.	2300962
B. ISLANDS.	2300962
*C. CONTINENTS.	2300962
D. PENINSULAS.	2300962
AN ISOLATED MOUNTAIN THAT REMAINS AFTER THE SURROUNDING MOUNTAINOUS AREA HAS BEEN WORN DOWN IS A	2300963
A. VOLCANO.	2300963
*B. MONADNOCK.	2300963
C. CRATER.	2300963
D. MONSOON.	2300963
LAND ALMOST LEVEL FROM EROSION IS A	2300964
A. MONADNOCK.	2300964
B. GLACIER.	2300964
*C. PENEPLAIN.	2300964
D. CRATER.	2300964
A HIGH POINT OF LAND OR ROCK PROJECTING INTO WATER BEYOND THE COASTLINE IS A	2300965
A. PENINSULA.	2300965
B. MOUNTAIN.	965
C. PENEPLAIN.	2300965
*D. PROMONTORY.	2300965
A HEADLAND IS A	2300966
*A. PROMONTORY.	2300966
B. MOUNTAIN.	2300966

C. PENINSULA.	2300966
D. PIEDMONT.	2300966
A GENERALLY FLAT AREA OF LAND WITH ONLY MINOR ELEVATIONS IS A	2300967
A. MAINLAND.	2300967
*B. PLAIN.	2300967
C. PIEDMONT.	2300967
D. GLACIER.	2300967
A VAST, NEARLY LEVEL, TREELESS REGION OF THE ARCTIC IS A	2300968
A. ICE SHEET.	2300968
B. GLACIER.	2300968
*C. TUNDRA.	2300968
D. MONADNOCK.	2300968
AN AREA OF LAND SURROUNDED BY WATER IS A	2300969
A. PENINSULA.	969
B. ISTHMUS.	2300969
*C. ISLAND.	2300969
D. CONTINENT.	2300969
A GLACIER IS A	2300970
A. LARGE GENERALLY LEVEL AREA OF HIGH LAND.	2300970
B. HIGH FLAT-TOPPED MOUNTAIN.	2300970
*C. MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300970
D. VAST LEVEL PLAIN IN THE ARCTIC.	2300970
A MESA IS A	2300971
A. MASS OF ICE.	2300971
*B. HIGH, FLAT-TOPPED MOUNTAIN.	2300971
C. MASS OF LAND SURROUNDED BY WATER.	2300971
D. UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS.	2300971
A PIEDMONT IS	2300972
A. A STEEP-SIDED, FLAT-TOPPED HILL.	2300972
B. A MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300972
C. A VAST LEVEL PLAIN IN THE ARCTIC.	2300972
*D. AN UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS.	2300972
A PLATEAU IS	2300973
*A. A LARGE, GENERALLY LEVEL AREA OF HIGH LAND.	0973
B. A HIGH, FLAT-TOPPED MOUNTAIN.	2300973
C. AN UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS.	2300973
D. AN AREA OF LAND ALMOST SURROUNDED BY WATER.	2300973
A TUNDRA IS A	2300974
A. GENERALLY LEVEL HIGH LAND.	2300974
B. MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300974
*C. VAST, NEARLY TREELESS, PLAIN REGION OF THE ARCTIC.	2300974
D. STEEP-SIDED, FLAT-TOPPED HILL.	2300974
A GLACIER IS	2300975
A. A PIECE OF LAND WHICH PROJECTS INTO WATER.	2300975
B. THE OPENING IN THE TOP OF A VOLCANO.	2300975
C. A VAST, NEARLY TREELESS PLAIN.	2300975
*D. A MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300975
AN ISLAND IS	2300976
*A. AN AREA OF LAND SURROUNDED BY WATER.	2300976
B. ONE OF THE MAIN LAND MASSES ON EARTH.	2300976
C. A NARROW STRIP OF LAND CONNECTING TWO LARGER BODIES OF	2300976

LAND.	2300976
D. A GENERALLY LEVEL HIGH LAND.	2300976
AN ISTHMUS IS A	2300977
A. PIECE OF LAND SURROUNDED BY WATER.	2300977
B. LARGE, GENERALLY LEVEL AREA OF HIGH LAND.	2300977
C. PIECE OF LAND WHICH PROJECTS INTO WATER.	2300977
*D. NARROW STRIP OF LAND CONNECTING TWO LARGER BODIES OF LAND.	2300977
A PENINSULA IS	2300978
A. A LARGE, GENERALLY LEVEL AREA OF HIGH LAND.	2300978
*B. AN AREA OF LAND, NEARLY SURROUNDED BY WATER, CONNECTED TO A LARGER BODY OF LAND.	2300978
C. A NARROW STRIP OF LAND WHICH CONNECTS TWO LARGER BODIES OF LAND.	2300978
D. A HIGH POINT OF LAND OR ROCK WHICH PROJECTS INTO WATER.	2300978
A BUTTE IS A	2300979
A. HIGH FLAT-TOPPED MOUNTAIN.	2300979
B. GENERALLY LEVEL AREA OF HIGH LAND.	2300979
*C. STEEP-SIDED, FLAT-TOPPED HILL.	2300979
D. MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300979
A PRECIPICE IS	2300980
A. A HIGH, FLAT-TOPPED MOUNTAIN.	2300980
B. A STEEP-SIDED, FLAT-TOPPED HILL.	2300980
C. LAND ALMOST LEVELLED BY EROSION.	2300980
*D. A CLIFF WITH AN OVERHANGING FACE.	2300980
A MONADNOCK IS A	2300981
A. DESERT WHICH HAS AN OASIS NEARBY.	2300981
B. VAST, NEARLY LEVEL AREA OF THE ARCTIC.	2300981
C. AREA OF LAND ALMOST LEVELLED BY EROSION.	2300981
*D. MOUNTAIN WHICH REMAINS AFTER SURROUNDING MOUNTAINS ARE WORN DOWN.	2300981
A PENEPLAIN IS	2300982
A. A PENINSULA IN THE WEST COAST.	2300982
*B. LAND ALMOST LEVEL FROM EROSION.	2300982
C. A MOUNTAIN WHICH REMAINS AFTER SURROUNDING MOUNTAINS ARE WORN DOWN.	2300982
D. A PLAIN ON A PENINSULA.	2300982
A PLAIN IS	2300983
A. AN AREA OF HIGH HILLS.	2300983
B. LAND ALMOST LEVEL FROM EROSION.	2300983
C. A STEEP-SIDED, FLAT-TOPPED HILL.	2300983
*D. A FLAT AREA OF LAND WITH MINOR ELEVATIONS.	2300983
A PROMONTORY IS	2300984
A. A STEEP-SIDED, FLAT-TOPPED HILL.	2300984
B. A MOUNTAIN WHICH REMAINS AFTER SURROUNDING MOUNTAINS ARE WORN DOWN.	2300984
C. LAND ALMOST LEVEL FROM EROSION.	2300984
*D. A HIGH POINT OF LAND WHICH PROJECTS INTO WATER.	2300984
A CONTINENT IS	2300985
A. AN AREA OF LAND SURROUNDED BY WATER.	2300985
B. A STRIP OF LAND WHICH CONNECTS TWO LARGE BODIES OF LAND.	2300985
*C. ONE OF THE MAIN LAND MASSES IN EARTH.	2300985
D. A FLAT AREA OF LAND WITH MINOR ELEVATIONS.	2300985

AN UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS IS CALLED A	2300986
*A. PIEDMONT.	2300986
B. PLATEAU.	986
C. MESA.	2300986
D. GLACIER.	2300986

THE TERM UPLANDS REFERS TO	2300987
A. MOUNTAINS.	2300987
*B. HIGHLANDS.	2300987
C. PEAKS.	2300987
D. PLATEAUS.	2300987

GIVEN THE DEFINITIONS OF HIGH, MIDDLE AND LOW LATITUDES, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO APPLY THE DEFINITIONS BY USING THE GLOBE AND CLASSIFYING A PLACE AS H, M OR L. %14	0016
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CLASSIFY EACH PLACE AS BEING MAINLY IN THE HIGH, MEDIUM, OR LOW LATITUDES BY PLACING THE LETTER IN THE BLANK.

- H. HIGH LATITUDES--EXTEND FROM THE ARCTIC CIRCLE TO THE NORTH POLE AND FROM THE ANTARCTIC CIRCLE TO THE SOUTH POLE.
- L. LOW LATITUDES--ARE ON BOTH SIDES OF THE EQUATOR BETWEEN THE TROPIC OF CANCER AND THE TROPIC OF CAPRICORN.
- M. MIDDLE LATITUDES--ARE FOUND BETWEEN THE HIGH AND LOW LATITUDES.

ANTARCTICA *H	1542
ALASKA *M	1543
ARGENTINA *M	1544
BRAZIL *L	1545
CUBA *L	1546
CHILE *M	1547
GREAT BRITAIN *M	1548
GREENLAND *H	1549
HAWAII *L	1550
INDIAN OCEAN *L	1551
NEW ZEALAND *M	1552
PERU *L	1553
SOVIET UNION *M	1554
48 UNITED STATES *M	1555

B. MAP READING

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE CONCEPT THAT A MAP IS A SCALE DRAWING OF A LARGER AREA BY CORRECTLY APPLYING IT TO GIVEN SITUATIONS. %7d

0089

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

YOU WOULD BE BETTER ABLE TO DRAW AN ACCURATE MAP OF YOUR ENTIRE CITY IF YOU

2300143

- A. DROVE AROUND IT IN A CAR.
- B. WENT TO THE TOP OF A HIGH BUILDING.
- C. FLEW ABOVE IT IN AN AIRPLANE.
- D. LOOKED AT A MAP OF YOUR STATE.

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A MAP IS ANOTHER DRAWING OF A LARGER AREA.

2300144

- A. COLORFUL
- B. EXACT
- C. LARGE
- D. IMAGINARY

2300144

2300144

2300144

2300144

IF YOU WERE TO DRAW A MAP OF YOUR SCHOOLROOM, IT WOULD BE THE ROOM.

2300145

- A. BE SMALLER THAN
- B. BE LARGER THAN
- C. BE THE SAME SIZE AS
- D. LOOK DIFFERENT THAN

2300145

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2300145

TO MEASURE DISTANCE ON A MAP, A SCALE IS USED. USING THE FOLLOWING SCALES WHICH MAP WOULD BE PICTURED?

2300146

2300146

2300146

A SCALE SHOWS THAT ONE INCH EQUALS FOUR FEET. IT WOULD BE A

2300146

- A. SCHOOLROOM.
- B. STATE.
- C. COMMUNITY.
- D. STREET.

2300146

2300146

2300146

2300146

WHICH OF THE FOLLOWING WOULD BE SHOWN ON AN EIGHT BY TEN INCH MAP WITH A SCALE OF ONE INCH EQUALING 2500 MILES?

2300147

2300147

- A. SOUTH AMERICA
- B. WORLD
- C. EASTERN HEMISPHERE
- D. U.S.A.

2300147

2300147

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2300147

WHICH OF THE FOLLOWING WOULD BE SHOWN ON AN EIGHT BY TEN INCH MAP WITH A SCALE OF ONE INCH EQUALING 10 MILES?

2300148

2300148

- A. STATE
- B. CITY
- C. U.S.A.
- D. EUROPE

2300148

2300148

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2300148

WHICH OF THE FOLLOWING WOULD BE SHOWN ON AN EIGHT BY TEN INCH MAP WITH A SCALE OF ONE INCH EQUALING 300 MILES?

2300149

2300149

- A. STATE
- B. WESTERN HEMISPHERE
- C. U.S.A.

2300149

2300149

2300149

GIVEN THE LATITUDE AND LONGITUDE OF SEVERAL PLACES, THE STUDENT
WILL DEMONSTRATE HIS ABILITY TO FIND EACH BY MATCHING THE
LATITUDE AND LONGITUDE WITH THE PLACE THEY REPRESENT. %10

0015

FIND THE LATITUDE AND LONGITUDE GIVEN THEN PUT THE LETTER THAT
IDENTIFIES THE PLACE ON THE BLANK.

- A. AFRICA
- B. AUSTRALIA
- C. CANADA
- D. CHINA
- F. GREENLAND
- F. INDIAN OCEAN
- G. INDIA
- H. MEXICO
- I. SOVIET UNION
- J. UNITED STATES

50TH LINE OF LATITUDE NORTH AND 110TH LINE OF LONGITUDE WEST. *C	1532
80TH LINE OF LATITUDE NORTH AND 50TH LINE OF LONGITUDE WEST. *E	1533
10TH LINE OF LATITUDE NORTH AND 20TH LINE OF LONGITUDE EAST. *A	1534
30TH LINE OF LATITUDE NORTH AND 80TH LINE OF LONGITUDE EAST. *G	1535
20TH LINE OF LATITUDE NORTH AND 100TH LINE OF LONGITUDE WEST. *	1536
40TH LINE OF LATITUDE NORTH AND 110TH LINE OF LONGITUDE WEST. *J	1537
30TH LINE OF LATITUDE SOUTH AND 140TH LINE OF LONGITUDE EAST. *B	1538
20TH LINE OF LATITUDE SOUTH AND 60TH LINE OF LONGITUDE EAST. *F	1539
40TH LINE OF LATITUDE NORTH AND 110TH LINE OF LONGITUDE EAST. *D	1540
60TH LINE OF LATITUDE NORTH AND 60TH LINE OF LONGITUDE EAST. *I	1541

THE CHILD WILL DEMONSTRATE HIS ABILITY TO RECALL THE LOCATION OF
SELECTED LAND AND WATER AREAS OF THE EARTH IN RELATION TO THE EQUATOR
AND THE HEMISPHERES BY CORRECTLY IDENTIFYING THESE AREAS. %8

0086

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

A BOAT SAILING FROM EUROPE FOR N. AMERICA WOULD CROSS WHICH
OCEAN?

2300104

2300104

2300104

2300104

2300104

2300104

- A. PACIFIC
- B. INDIAN
- *C. ATLANTIC
- D. ARCTIC

IF YOU WERE TO TAKE A TRIP AROUND THE EQUATOR WHICH TWO LARGE

2300105

CONTINENTS WOULD YOU PASS THROUGH	2300105
A. EUROPE-ASIA	2300105
B. AFRICA-AUSTRALIA	2300105
*C. AFRICA-S. AMERICA	2300105
D. S. AMERICA-AUSTRALIA	2300105

YOU AND A FRIEND CUT A GLOBE IN HALF ALONG THE EQUATOR. IF YOUR HALF CONTAINED THE ARCTIC OCEAN WHAT CONTINENTS WOULD BE COMPLETELY OR ALMOST COMPLETELY LOCATED ON IT?	2300106
A. N. AMERICA, AUSTRALIA, ASIA	2300106
B. EUROPE, ASIA, AFRICA	2300106
*C. N. AMERICA, EUROPE, ASIA	2300106
D. S. AMERICA, ANTARCTICA, AFRICA	2300106

WHAT WHOLE CONTINENTS WOULD YOUR FRIENDS HALF HAVE?	2300107
A. AUSTRALIA, AFRICA, ANTARCTICA	2300107
B. S. AMERICA, AUSTRALIA	2300107
C. AFRICA, ASIA	2300107
*D. ANTARCTICA, AUSTRALIA	2300107

THIS OCEAN BORDERS THE COAST OF N. AMERICA AND ASIA.	2300108
A. INDIAN	2300108
*B. PACIFIC	2300108
C. ATLANTIC	2300108
D. ARCTIC	2300108

IN TRAVELING FROM AFRICA TO AUSTRALIA WHICH OCEAN WOULD BE CROSSED?	2300109
*A. INDIAN	2300109
B. PACIFIC	2300109
C. ATLANTIC	2300109
D. ARCTIC	2300109

ANTARCTICA IS LOCATED IN THE	2300110
A. SOUTHERN HEMISPHERE.	2300110
B. EASTERN HEMISPHERE.	2300110
C. WESTERN HEMISPHERE.	2300110
*D. ALL OF ABOVE	2300110

CHOOSE THE BEST ANSWER EXPLAINING WHY THE NORTHERN HEMISPHERE HAS A HIGHER POPULATION COUNT THAN THE SOUTHERN HEMISPHERE.	2300111
A. THE CLIMATE IS MORE MILD.	2300111
B. THERE ARE MORE NATURAL RESOURCES.	2300111
*C. THERE IS MORE LAND AREA.	2300111
D. THERE ARE MORE TRAVEL ROUTES.	2300111

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET MAP INFORMATION BY IDENTIFYING AND USING SYMBOLS, COLORS AND KEYS. %22n	0088
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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THE SYMBOL FOR WHICH OF THE FOLLOWING WOULD *NOT* BE IN THE MAP OF *EACH* OF THE STATES?	2300118
*A. MOUNTAINS	2300118
B. STATE BORDER	2300118
C. CITY	2300118

D. CAPITAL CITY	2300118
WHICH SYMBOL WOULD YOU SEE ON A POLITICAL MAP SHOWING CANADA AND THE U.S.A.0 THE SYMBOL FOR A/AN	2300119
A. CANAL.	2300119
B. INTERSTATE HIGHWAY.	2300119
*C. INTERNATIONAL BOUNDARY.	2300119
D. RAILROAD.	2300119
IF YOU WERE LOOKING AT A ROAD MAP ON YOUR WAY FROM ILLINOIS TO INDIANA, WHICH SYMBOL WOULD YOU *NOT* FIND0 THE SYMBOL FOR A/AN	2300120
A. INTERSTATE HIGHWAY.	2300120
*B. INTERNATIONAL BORDER.	2300120
C. INTERSTATE BORDER.	2300120
D. CITY.	2300120
YOU WOULD *NOT* USE A SYMBOL FOR A * * ON A MAP OF THE WATERWAYS OF THE U.S.A.	0121
A. CANAL	2300121
B. RIVER	2300121
C. LAKE	2300121
*D. RAILROAD	2300121
THE DIFFERENCE BETWEEN A CANAL AND A RIVER IS THAT THE CANAL	2300122
A. IS USED MORE.	2300122
B. IS DEEPER.	2300122
C. HAS TRIBUTARIES.	2300122
*D. IS MAN-MADE.	2300122
IN A DETAILED MAP OF CHICAGO YOU WOULD SEE MANY SYMBOLS SHOWING	2300123
*A. TRANSPORTATION ROUTES.	123
B. NATURAL RESOURCES.	2300123
C. CITIES.	2300123
D. FARM PRODUCTS.	2300123
COLORS ARE USED TO SHOW THE ELEVATION OF THE LAND IN RELATION TO THE SEA. CHOOSE THE *BEST* ANSWER AND MATCH THE FOLLOWING	2300124
DARK GREEN	2300124
*A. VALLEY	2300124
B. HIGHLAND	2300124
C. HILLY AREA	2300124
D. MOUNTAIN	124
	2300124
COLORS ARE USED TO SHOW THE ELEVATION OF THE LAND IN RELATION TO THE SEA. CHOOSE THE *BEST* ANSWER AND MATCH THE FOLLOWING	2300125
DARK BROWN	2300125
A. VALLEY	2300125
B. HILLY AREA	2300125
C. LOWLAND	125
*D. MOUNTAIN	2300125
	2300125
COLORS ARE USED TO SHOW THE ELEVATION OF THE LAND IN RELATION TO THE SEA. CHOOSE THE *BEST* ANSWER AND MATCH THE FOLLOWING	2300126
YELLOW	2300126
A. VALLEY	2300126
*B. HIGHLAND	2300126
C. LOWLAND	2300126
D. MOUNTAIN	2300126
	2300126
A CAPTAIN OF A SHIP WOULD BE INTERESTED IN THE SHADES OF BLUE ON AN OCEAN MAP BECAUSE THEY SHOW	2300127
	2300127

A. OCEAN CURRENTS.	2300127
*B. DEPTH OF WATER.	2300127
C. FISHING AREAS.	2300127
D. STORM CENTERS.	2300127
IF YOU SEE A MAP KEY CONTAINING SYMBOLS FOR HAY, CORN, WHEAT, AND PIGS, THE MAP WOULD BE SHOWING	2300128
A. THE NUMBER OF HARVESTS A YEAR.	2300128
B. PIGS DEPEND ON WHEAT.	2300128
C. THE NUMBER OF FARMS IN THE AREA.	2300128
*D. PRODUCTS THAT ARE RAISED IN THE AREA.	2300128
WHAT WOULD BE THE RELATION BETWEEN THE FOLLOWING TYPES OF U.S.A. MAPS	2300129
WITH RESPECT TO RAINFALL AND FARMING AREAS, IT WOULD SHOW THAT	2300129
*A. FARMERS NEED RAIN.	2300129
B. RAIN DESTROYS CROPS.	2300129
C. MANY PEOPLE ARE FARMERS.	2300129
D. THERE IS NO RELATION.	2300129
WITH RESPECT TO POPULATION AND CITIES, IT WOULD SHOW THAT	2300130
A. MORE PEOPLE LIVE IN THE COUNTRY.	2300130
B. MORE PEOPLE MOVE EACH YEAR.	2300130
*C. MORE PEOPLE LIVE IN CITIES.	2300130
D. THERE IS NO RELATION.	2300130
IF YOU WERE IN THE STATE OF CALIFORNIA AND WALKED TOWARD THE NORTH POLE, YOU WOULD BE TRAVELING	2300131
A. EAST.	2300131
B. NORTHEAST.	2300131
*C. NORTH.	2300131
D. NORTHWEST.	2300131
YOU ARE IN A BOAT IN THE MIDDLE OF THE ATLANTIC OCEAN HEADING NORTH AND YOU WANT TO CHANGE YOUR COURSE AND GO SOUTH. YOU WOULD TURN IN A	2300132
*A. HALF CIRCLE.	2300132
B. QUARTER CIRCLE.	2300132
C. CIRCLE AND A HALF.	2300132
D. FULL CIRCLE.	2300132
YOU ARE IN A PLANE THAT IS FLYING OVER THE NORTH POLE. BEFORE REACHING THE POLE IT IS HEADING NORTH. AS SOON AS IT PASSES OVER THE POLE IT IS HEADED	2300133
A. SOUTHEAST.	2300133
B. EAST.	2300133
C. WEST.	2300133
*D. SOUTH.	2300133

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF LATITUDE AND LONGITUDE BY SELECTING THE APPROXIMATE NORTH-SOUTH DISTANCE BETWEEN TWO STATED POINTS BY USING LINES OF LATITUDE. %20 0137

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

A CITY LOCATED 10 DEGREES NORTH LATITUDE LINE IS ABOUT HOW MANY MILES FROM THE EQUATOR 2300450
2300459

- A. 10
- B. 100
- C. 500
- *D. 700

2300459
2300459
2300459
2300459

A CITY IS LOCATED AT 20 DEGREES NORTH LATITUDE AND 30 DEGREES EAST LONGITUDE. ANOTHER CITY IS LOCATED AT 30 DEGREES NORTH LATITUDE AND 30 DEGREES EAST LONGITUDE. ABOUT HOW FAR APART ARE THESE CITIES?

- A. 300
- B. 500
- *C. 700
- D. 1,000

2300460
2300460
2300460
2300460
2300460
2300460
2300460
2300460

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL THE APPROXIMATE LATITUDE AND LONGITUDE OF ANCIENT EGYPT, ANCIENT CHINA, ANCIENT ROME AND COLONIAL AMERICA BY IDENTIFYING THE LOCATION OF THESE AREAS. %7n

0138

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE LIST OF GIVEN CHOICES.

0002

A LONGITUDE LINE RUNNING THROUGH ANCIENT EGYPT WOULD BE

- A. 10 DEGREES E.
- B. 20 DEGREES W.
- *C. 30 DEGREES E.
- D. 40 DEGREES W.

2300461
2300461
2300461
2300461
2300461

A LATITUDE LINE RUNNING THROUGH ANCIENT EGYPT WOULD BE

- A. 10 DEGREES S.
- B. 20 DEGREES S.
- *C. 30 DEGREES N.
- D. 40 DEGREES N.

2300462
2300462
2300462
2300462
2300462

A LONGITUDE LINE RUNNING THROUGH ANCIENT ROME WOULD BE

- *A. 10 DEGREES E.
- B. 20 DEGREES W.
- C. 60 DEGREES E.
- D. 60 DEGREES W.

2300463
2300463
2300463
2300463
2300463

A LATITUDE LINE RUNNING THROUGH ANCIENT ROME WOULD BE

- A. 20 DEGREES N.
- B. 20 DEGREES S.
- C. 40 DEGREES S.
- *D. 40 DEGREES N.

2300464
2300464
2300464
2300464
2300464

A LONGITUDE LINE RUNNING THROUGH ANCIENT CHINA WOULD BE

- *A. 100 DEGREES E.
- B. 100 DEGREES W.
- C. 160 DEGREES E.
- D. 160 DEGREES W.

2300465
2300465
2300465
2300465
2300465

A LONGITUDE LINE RUNNING THROUGH COLONIAL AMERICA WOULD BE

- A. 80 DEGREES E.
- *B. 80 DEGREES W.
- C. 100 DEGREES E.
- D. 100 DEGREES W.

0466
466
466
2300466
2300466

A LATITUDE LINE RUNNING THROUGH COLONIAL AMERICA WOULD BE	2300466
A. 20 DEGREES N.	2300468
B. 20 DEGREES S.	2300468
C. 40 DEGREES S.	2300468
*D. 40 DEGREES N.	2300468

STUDENTS WILL INDICATE A KNOWLEDGE OF A GRID AS A DEVICE TO DIVIDE THE EARTH INTO SECTIONS USING LATITUDE AND LONGITUDE LINES BY CORRECTLY SELECTING THE APPROPRIATE DEFINITION. %20	0139
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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A GRID USED BY GEOGRAPHERS IS COMPOSED OF	2300470
A. LONGITUDE LINES ONLY.	2300470
B. LATITUDE LINES ONLY.	2300470
*C. LONGITUDE AND LATITUDE LINES.	2300470
D. GREAT CIRCLES.	2300470

A GRID ON A MAP IS USED TO	2300471
A. IDENTIFY BODIES OF WATER.	2300471
B. DESCRIBE TOPOGRAPHY.	2300471
C. DETERMINE ELEVATION.	2300471
*D. DIVIDE THE GLOBE.	2300471

GIVEN A MAP WITH A SCALE OF MILES, THE STUDENT WILL APPLY HIS KNOWLEDGE TO MEASURE THE DISTANCE BETWEEN ANY TWO STATED POINTS ON A MAP BY CORRECTLY MEASURING THE POINTS. %20	0148
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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THE STRAIGHT LINE DISTANCE FROM POINT A TO POINT B IS	2300518
*A. 310 MILES.	2300518
B. 125 MILES.	2300518
C. 160 MILES.	2300518
D. 300 MILES.	2300518

THE STRAIGHT LINE DISTANCE FROM POINT G TO POINT E IS	2300519
A. 550 MILES.	2300519
B. 600 MILES.	2300519
C. 160 MILES.	2300519
*D. 365 MILES.	2300519

GIVEN A MAP WITH A DIRECTION INDICATOR, THE STUDENT WILL SHOW HIS KNOWLEDGE OF ITS USE BY SELECTING THE DIRECTION TO BE FOLLOWED IN TRAVELING FROM ONE STATED POINT TO ANOTHER STATED POINT ON THE MAP. %20	0149
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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IN TRAVELING THE SHORTEST DISTANCE FROM POINT A TO POINT E, YOU	2300520
WOULD GO IN WHICH DIRECTION?	2300520
A. NORTHEAST	2300520
B. SOUTHWEST	2300520
*C. SOUTHEAST	2300520
D. NORTHWEST	2300520

IN TRAVELING FROM POINT B TO POINT D, YOU WOULD PROBABLY GO	2300521
MOSTLY IN WHICH DIRECTION?	2300521
A. NORTH	2300521
*B. SOUTH	2300521
C. EAST	2300521
D. WEST	2300521

WHEN GIVEN ONE DIRECTION, THE STUDENT DEMONSTRATES HIS KNOWLEDGE	0150
OF THE CARDINAL DIRECTIONS BY IDENTIFYING THE POSITION OF THE	
OTHER THREE. %40	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

IF YOU FACE NORTH, YOUR BACK IS TO THE	2300522
A. NORTH.	
*B. SOUTH.	2300522
C. EAST.	2300522
D. WEST.	2300522

IF YOUR RIGHT ARM POINTS EAST, YOUR LEFT ARM POINTS	2300523
A. NORTH.	2300523
B. SOUTH.	2300523
C. EAST.	2300523
*D. WEST.	2300523

IF YOUR BACK IS FACING WEST, YOUR LEFT HAND IS POINTING	2300524
*A. NORTH.	2300524
B. SOUTH.	2300524
C. EAST.	2300524
D. WEST.	2300524

IF YOUR LEFT HAND IS POINTING NORTHWEST, YOU ARE FACING	2300525
A. NORTH.	2300525
*B. NORTHEAST.	2300525
C. SOUTHWEST.	2300525
D. SOUTHEAST.	2300525

THE STUDENT WILL DEMONSTRATE HIS RECOGNITION OF COMMONLY USED	0152
MAP SYMBOLS TO IDENTIFY PLACES, BOUNDARIES AND TYPES AND ROUTES	
OF TRANSPORTATION SYSTEMS BY CORRECTLY IDENTIFYING THEM IN A GIVEN	
LIST OF CHOICES. %20	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

INTERNATIONAL BOUNDARIES ARE INDICATED BY	2300530
A. SOLID LINES.	2300530

*B. BROKEN LINES.	2300530
C. NAMES OF NATIONS.	2300530
D. MOUNTAINS.	2300530

CAPITALS ARE INDICATED BY A

*A. STAR IN A CIRCLE.	2300531
B. BLACK CIRCLE.	2300531
C. NAME WRITTEN ALL IN CAPITAL LETTERS.	2300531
D. WHITE CIRCLE.	2300531

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO GATHER INFORMATION FROM A GLOBE BY USING A GLOBE TO SELECT THE BEST ANSWER TO GIVEN STATEMENTS. %39□	0014
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READ EACH STATEMENT. CIRCLE THE LETTER THAT COMPLETES THE STATEMENT.

THE HEMISPHERE THAT CONTAINS MORE LAND THAN WATER IS THE	1524
A. SOUTHERN.	
*B. NORTHERN.	

THE *LARGEST* CONTINENT IS	1525
A. SOUTH AMERICA.	
*B. ASIA.	
C. THE UNITED STATES.	
D. AFRICA.	

ON THE GLOBE THE NORTH AND SOUTH LINES ARE CALLED LINES OF	1526
A. LONGITUDE.	
*B. LATITUDE.	

THE *SMALLEST* CONTINENT ON THE GLOBE IS	1527
A. ANTARCTICA.	
B. EUROPE.	
C. SOUTH AMERICA.	
*D. AUSTRALIA.	

THE *LARGEST* OCEAN IS THE	1528
*A. PACIFIC.	
B. ATLANTIC.	
C. INDIAN.	
D. ARCTIC.	

THE EQUATOR PASSES THROUGH ALL OF THE FOLLOWING OCEANS *EXCEPT*	1529
A. ATLANTIC.	
B. PACIFIC.	
*C. ARCTIC.	
D. INDIAN.	

THE 20TH LINE OF LATITUDE SOUTH GOES THROUGH EACH OF THE FOLLOWING *EXCEPT*	1530
A. CHILE.	
B. BRAZIL.	
*C. ARGENTINA.	
D. BOLIVIA.	

THE 20TH LINE OF LATITUDE NORTH PASSES THROUGH EACH OF THE FOLLOWING *EXCEPT*	1531
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*A. HAWAII.		
B. MEXICO.		
C. CURA.		
D. BAHAMA ISLANDS.		
WHICH OCEAN IS COMPLETELY WITHIN THE EASTERN HEMISPHEREO		2301214
*A. INDIAN OCEAN		2301214
B. PACIFIC OCEAN		2301214
C. ATLANTIC OCEAN		2301214
D. ARCTIC OCEAN		2301214
WHICH CONTINENT IS COMPLETELY WITHIN THE NORTHERN AND WESTERN HEMISPHERESO		2301215
A. SOUTH AMERICA		2301215
B. AFRICA		2301215
*C. NORTH AMERICA		2301215
D. AUSTRALIA		2301215
WHICH CONTINENT IS IN THE NORTHERN, SOUTHERN, AND WESTERN HEMISPHERESO		2301216
*A. SOUTH AMERICA		2301216
B. NORTH AMERICA		2301216
C. ASIA		2301216
D. AFRICA		2301216
THROUGH WHICH CONTINENT IN THE WESTERN HEMISPHERE DOES THE EQUATOR PASSO		2301317
A. NORTH AMERICA		2301317
*B. SOUTH AMERICA		2301317
C. AFRICA		2301317
D. EUROPE		2301317
WHICH CONTINENT IS IN THE EASTERN, NORTHERN, AND SOUTHERN HEMISPHERESO		2301318
A. NORTH AMERICA		2301318
B. ASIA		2301318
*C. AFRICA		2301318
D. AUSTRALIA		2301318
EUROPE IS *	* OF AFRICA.	2301319
A. NORTH		2301319
B. SOUTH		2301319
C. EAST		2301319
*D. WEST		2301319
NORTH AMERICA IS *	* OF THE ARCTIC OCEAN.	2301320
A. NORTH		2301320
*B. SOUTH		2301320
C. EAST		2301320
D. WEST		2301320
ASIA IS *	* OF EUROPE.	2301321
A. NORTH		2301321
B. SOUTH		2301321
*C. EAST		2301321
D. WEST		2301321
THE INDIAN OCEAN IS *	* OF ASIA.	2301322
A. NORTH		2301322
*B. SOUTH		2301322
C. EAST		2301322

D. WEST	2301322
THE PACIFIC OCEAN IS * * OF NORTH AND SOUTH AMERICA.	2301323
A. NORTH	2301323
B. SOUTH	2301323
C. EAST	2301323
*D. WEST	2301323
THE ATLANTIC OCEAN IS * * OF NORTH AMERICA AND SOUTH AMERICA.	2301324
A. NORTH	2301324
B. SOUTH	2301324
*C. EAST	2301324
D. WEST	2301324
AUSTRALIA IS * * OF ANTARCTICA.	2301325
*A. NORTH	2301325
B. SOUTH	2301325
C. EAST	2301325
D. WEST	2301325
NORTH-SOUTH LINES ON THE GLOBE MEET AT THE	2301326
A. EQUATOR.	2301326
*B. POLES.	2301326
C. TROPIC OF CANCER.	2301326
D. TROPIC OF CAPRICORN.	2301326
THE ARCTIC AND ANTARCTIC CIRCLES ARE * * LINES.	2301327
*A. EAST-WEST	2301327
B. NORTH-SOUTH	2301327
C. NORTHEAST	2301327
D. SOUTHWEST	2301327
THE LINES THAT ARE ALWAYS THE SAME DISTANCE APART ON THE GLOBE	2301328
ARE THE * * LINES.	2301328
A. NORTHWEST	2301328
B. NORTH-SOUTH	2301328
C. SOUTHEAST	2301328
*D. EAST-WEST	2301328
THE TROPIC OF CANCER IS IN THE * * HEMISPHERE.	2301329
A. SOUTHERN	2301329
B. EASTERN	2301329
*C. NORTHERN	2301329
D. WESTERN	2301329
THE ARCTIC CIRCLE IS * * OF THE EQUATOR.	2301330
*A. NORTH	2301330
B. WEST	2301330
C. SOUTH	2301330
D. EAST	2301330
THE ANTARCTIC CIRCLE IS IN THE * * HEMISPHERE.	2301331
*A. SOUTHERN	2301331
B. NORTHERN	2301331
C. EASTERN	2301331
D. WESTERN	2301331

CIRCLE *T* IF THE STATEMENT IS TRUE, OR CIRCLE *F* IF IT IS FALSE.

T F* THE EARTH HAS MORE LAND THAN WATER.

T* F	AMERICA IS IN THE NORTHERN HEMISPHERE.	1558
T* F	HALF A SPHERE IS CALLED A HEMISPHERE.	1559
T* F	THE COLORS ON THE GLOBE STAND FOR ELEVATION, LAND AND WATER.	1559
T* F	EUROPE AND ASIA ARE JOINED TOGETHER AND CALLED EURASIA.	1560
T* F	THE LARGEST OCEAN IS THE PACIFIC OCEAN.	1561
T F*	NORTH AMERICA IS A SMALLER CONTINENT THAN AUSTRALIA.	1562
T* F	YOU CAN TELL GENERALLY WHAT TYPE OF CLIMATE A PLACE HAS IF YOU KNOW WHAT LATITUDE *HIGH, MIDDLE OR LOW IT IS LOCATED IN.	1563
T F*	THE MIDDLE LATITUDES HAVE THE FEWEST CITIES.	1564
T* F	ALL LINES OF LONGITUDE MEET AT THE NORTH POLE.	1565
T* F	LINES OF LATITUDE ARE THE SAME NUMBER OF DEGREES APART ALL AROUND THE GLOBE.	1566
T* F	THE UNITED STATES IS MAINLY LOCATED IN THE MIDDLE LATITUDES.	1567
T F*	YOU WOULD PROBABLY FIND THE COLDEST WEATHER IN THE LOW LATITUDES.	1568

THE CHILD WILL DEMONSTRATE HIS ABILITY TO READ A TIME ZONE MAP BY SELECTING THE CORRECT TIME ZONE FOR A GIVEN SET OF LOCATIONS.
%16

DIRECTIONS-- USING THE MAP IN YOUR TEXT, CHOOSE THE CORRECT TIME ZONES IN EACH OF THE GIVEN PLACES.

TEXAS		2301813
A. PACIFIC STANDARD TIME		2301813
B. MOUNTAIN STANDARD TIME		2301813
*C. CENTRAL STANDARD TIME		2301813
D. EASTERN STANDARD TIME		2301813
WYOMING		2301814
A. PACIFIC STANDARD TIME		2301814
*B. MOUNTAIN STANDARD TIME		2301814
C. CENTRAL STANDARD TIME		2301814
D. EASTERN STANDARD TIME		2301814
PENSACOLA, FLORIDA		2301815
A. PACIFIC STANDARD TIME		1815
B. MOUNTAIN STANDARD TIME		2301815
*C. CENTRAL STANDARD TIME		2301815
D. EASTERN STANDARD TIME		2301815
NEW YORK CITY, NEW YORK		2301816
A. PACIFIC STANDARD TIME		2301816
B. MOUNTAIN STANDARD TIME		2301816

C. CENTRAL STANDARD TIME	2301816
*D. EASTERN STANDARD TIME	2301816
ILLINOIS	
A. PACIFIC STANDARD TIME	2301817
B. MOUNTAIN STANDARD TIME	2301817
*C. CENTRAL STANDARD TIME	2301817
D. EASTERN STANDARD TIME	2301817
	2301817
CALIFORNIA	
*A. PACIFIC STANDARD TIME	2301818
B. MOUNTAIN STANDARD TIME	2301818
C. CENTRAL STANDARD TIME	2301818
D. EASTERN STANDARD TIME	2301818
	2301818
LOUISIANA	
A. PACIFIC STANDARD TIME	2301819
B. MOUNTAIN STANDARD TIME	2301819
*C. CENTRAL STANDARD TIME	2301819
D. EASTERN STANDARD TIME	2301819
	2301819
SOUTH CAROLINA	
A. PACIFIC STANDARD TIME	2301820
B. MOUNTAIN STANDARD TIME	2301820
C. CENTRAL STANDARD TIME	2301820
*D. EASTERN STANDARD TIME	2301820
	2301820
MAINE	
A. PACIFIC STANDARD TIME	2301821
B. MOUNTAIN STANDARD TIME	2301821
C. CENTRAL STANDARD TIME	2301821
*D. EASTERN STANDARD TIME	2301821
	2301821
MISSOURI	
A. PACIFIC STANDARD TIME	2301822
B. MOUNTAIN STANDARD TIME	2301822
*C. CENTRAL STANDARD TIME	2301822
D. EASTERN STANDARD TIME	2301822
	2301822
MONTANA	
A. PACIFIC STANDARD TIME	2301823
*B. MOUNTAIN STANDARD TIME	2301823
C. CENTRAL STANDARD TIME	2301823
D. EASTERN STANDARD TIME	2301823
	2301823
COLORADO	
A. PACIFIC STANDARD TIME	2301824
*B. MOUNTAIN STANDARD TIME	2301824
C. CENTRAL STANDARD TIME	2301824
D. EASTERN STANDARD TIME	2301824
	2301824
PENNSYLVANIA	
A. PACIFIC STANDARD TIME	2301825
B. MOUNTAIN STANDARD TIME	2301825
C. CENTRAL STANDARD TIME	2301825
*D. EASTERN STANDARD TIME	2301825
	2301825
WISCONSIN	
A. PACIFIC STANDARD TIME	2301826
B. MOUNTAIN STANDARD TIME	2301826
*C. CENTRAL STANDARD TIME	2301826
	2301826

D. EASTERN STANDARD TIME	2301826
NEVADA	2301827
*A. PACIFIC STANDARD TIME	2301827
B. MOUNTAIN STANDARD TIME	2301827
C. CENTRAL STANDARD TIME	2301827
D. EASTERN STANDARD TIME	2301827
IDAHO	2301828
A. PACIFIC STANDARD TIME	2301828
*B. MOUNTAIN STANDARD TIME	2301828
C. CENTRAL STANDARD TIME	2301828
D. EASTERN STANDARD TIME	2301828

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF TIME ZONE MAPS BY SELECTING THE CORRECT TIME FOR A GIVEN PLACE IN RELATION TO ANOTHER. %10

DIRECTIONS-- USING YOUR TIME ZONE MAP, CHOOSE THE TIME IT WOULD BE IN EACH OF THE FOLLOWING AREAS.

IF IT IS 1 O'CLOCK IN OREGON, WHAT TIME IS IT IN WEST VIRGINIA	2301829
A. 2 O'CLOCK	2301829
B. 3 O'CLOCK	2301829
*C. 4 O'CLOCK	2301829
D. 5 O'CLOCK	2301829

IF IT IS 4 O'CLOCK IN NORTH CAROLINA, IT IS * * IN COLORADO.	2301830
*A. 2 O'CLOCK	2301830
B. 3 O'CLOCK	2301830
C. 4 O'CLOCK	2301830
D. 5 O'CLOCK	2301830

IF THE PRESIDENT'S INAUGURAL SPEECH WAS HEARD AT 2 O'CLOCK IN OHIO, AT WHAT TIME, WILL IT BE HEARD IN ILLINOIS	2301831
*A. 1 O'CLOCK	2301831
B. 2 O'CLOCK	2301831
C. 3 O'CLOCK	2301831
D. 4 O'CLOCK	2301831

THE SUPREMES ARE MAKING A TELEVISION APPEARANCE IN MASSACHUSETTS AT 4 O'CLOCK. IF THE SHOW LASTS 2 HOURS, WHAT TIME WILL IT END IN COLORADO	2301832
A. 3 O'CLOCK	2301832
*B. 4 O'CLOCK	2301832
C. 5 O'CLOCK	2301832
D. 6 O'CLOCK	2301832

IF A CALL WAS MADE AT 12 P. M. FROM NEW MEXICO, WHAT TIME WILL THE PARTY IN MISSISSIPPI RECEIVE THAT CALL	2301835
*A. 1 P. M.	2301835
B. 2 P. M.	2301835
C. 11 P. M.	2301835
D. 10 P. M.	2301835

HOW MANY TIMES WOULD A JET CROSS TIME-ZONE BARRIERS TRAVELING FROM NEW YORK TO LOS ANGELES	2301836
A. ONE	2301836

B. TWO	2301836
*C. THREE	2301836
D. FOUR	2301836
A PERSON FLYING FROM OHIO AT 11 P. M. MAY FIND HIMSELF SLEEPY EVEN THOUGH THE TIME IN NEVADA IS	2301837
A. 6 P. M.	2301837
*B. 8 P. M.	2301837
C. 1 A. M.	2301837
D. 2 A. M.	2301837
IF YOU CROSSED THE OREGON-INDIANA STATE LINE AT 8 P. M. GOING EASTWARD, WHAT ADJUSTMENT WOULD YOU MAKE ON YOUR WATCH?	2301838
A. SET IT BACK TO 7 P. M.	2301838
B. LEAVE IT AT 8 P. M.	2301838
*C. SET IT FORWARD TO 9 P. M.	2301838
D. SET IT BACK TO 6 P. M.	2301838
IF YOU CROSSED THE OHIO-INDIANA STATE LINE AT 1 A. M. GOING WESTWARD, WHAT ADJUSTMENT WOULD YOU MAKE ON YOUR WATCH?	2301839
*A. SET IT BACK TO 12 P. M.	2301839
B. SET IT FORWARD TO 2 A. M.	2301839
C. LEAVE IT AT 1 A. M.	2301839
D. SET IT BACK TO 11 A. M.	2301839
IF YOU WERE TRAVELING FROM OKLAHOMA TO CALIFORNIA, HOW MANY TIME ZONE BARRIERS WOULD YOU CROSS?	2301840
A. ONE	2301840
*B. TWO	2301840
C. THREE	2301840
D. FOUR	2301840

C. CRITICAL THINKING

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET
OF STATEMENTS. %24 0388

DIRECTIONS - DETERMINE WHETHER THE STATEMENTS BELOW ARE FACTS OR
OPINIONS. IF THE STATEMENT IS A FACT, CIRCLE THE *A*. IF IT IS AN
OPINION, CIRCLE THE *B*.

IT IS A VERY HOT DAY. *B	2803
THE TEMPERATURE IS 98 DEGREES TODAY. *A	2804
JANE'S DRESS IS PRETTY. *B	2805
JANE'S DRESS IS RED. *A	2806
WE HAVE BEEN HERE A WEEK. *A	2807
WE HAVE BEEN HERE FOR A LONG TIME. *B	2808
BOB IS A FINE FRIEND. *B	2809
BOB IS MY NEIGHBOR. *A	2810

WE HAVE ARITHMETIC TODAY. *A	2811
ARITHMETIC IS MY BEST SUBJECT. *B	2812
MARY RIDES THE BUS TO SCHOOL. *A	2813
THE CHILDREN WHO RIDE THE BUS ARE NOISEY. *B	2814
BILL IS A BETTER BASEBALL PLAYER THAN JACK. *B	2815
BILL AND JACK PLAY BASEBALL. *A	2816
EVERY WEDNESDAY WE HAVE HAMBURGERS FOR LUNCH. *A	2817
HAMBURGERS ARE MY FAVORITE FOOD. *B	2818
ERNIE BANKS IS THE GREATEST LIVING BASEBALL PLAYER. *B	2819
ERNIE BANKS HAS HIT OVER 500 HOME RUNS. *A	2820
GIRLS ARE BETTER WRITERS THAN BOYS. *B	2821
BETTY RECEIVED FIRST PLACE IN THE WRITING CONTEST. *A	2822
SHE IS WEARING A VERY EXPENSIVE DRESS. *B	2823
HER DRESS COST TEN DOLLARS. *A	2824
IT IS MORE FUN TO HAVE GYM IN THE HALL. *B	2825
ON RAINY DAYS WE HAVE GYM IN THE HALL. *A	2826

THE CHILD WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION BY CORRECTLY CATEGORIZING A GIVEN SET OF STATE- MENTS. %56	0011
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INSTRUCTIONS

IF THE STATEMENTS LISTED BELOW ARE FACTS, CIRCLE THE *F*. IF THE
STATEMENT CAN *NOT* BE READILY PROVED OR DISPROVED, CIRCLE THE
O.

HAMSTERS ARE BETTER PETS THAN SNAKES. A. F *B. O	1807
SALLY IS OVERWEIGHT. *A. F B. O	1808
SOME CARS ARE RED. *A. F B. O	1809
ROSES SMELL GOOD. A. F *B. O	1810

HORSES ARE BIGGER THAN RABBIT.	1811
*A. F	
B. O	
ALL CARS USE FUEL.	1812
*A. F	
B. O	
MISS SMITH IS A BETTER TEACHER THAN MISS JONES.	1813
A. F	
*B. O	
ERNIE BANKS IS THE BEST FIRST BASEMAN IN THE MAJOR LEAGUES.	1814
A. F	
*B. O	
SOME DOGS CAN SWIM.	1815
*A. F	
B. O	
COKE TASTES GOOD	1816
A. F	
*B. O	
ST. LOUIS IS A CITY.	1817
*A. F	
B. O	
HOT DOGS TASTES BETTER THAN HAMBURGERS.	1818
A. F	
*B. O	
YELLOW IS A PRETTY COLOR.	1819
A. F	
*B. O	
VANILLA MILK SHAKES ARE BETTER THAN CHOCOLATE MILK SHAKES.	1820
A. F	
*B. O	
JUNE IS THE NICEST MONTH.	1821
A. F	
*B. O	
MARIO ANDRETTI IS A RACE CAR DRIVER.	1822
*A. F	
B. O	
SKIING IS FUN.	1823
A. F	
*B. O	
CATS ARE MEMBERS OF THE ANIMAL KINGDOM.	1824
*A. F	
B. O	
AMERICAN CARS ARE BETTER THAN FOREIGN CARS.	1825
A. F	
*B. O	
FRENCH IS A PRETTY-SOUNDING LANGUAGE.	1826

A. F	
*R. O	
ALL PEOPLE GET THIRSTY.	1827
*A. F	
B. O	
SNOWY DAYS ARE PRETTY.	1828
A. F	
*R. O	
JENNY IS WEARING AN UGLY DRESS.	1829
A. F	
*R. O	
HAIL IS A FORM OF PRECIPITATION.	1830
*A. F	
B. O	
BARB IS WEARING A WIG.	1831
*A. F	
B. O	
SMOKING IS A DIRTY HABIT.	1832
A. F	
*R. O	
THE WATER IN LAKE MICHIGAN IS COLD.	1842
A. F	
*R. O	
LINDA HAS PRETTY HAIR.	1843
A. F	
*R. O	
ALL PEOPLE SLEEP.	1844
*A. F	
B. O	
SOME PEOPLE HAVE BLOND HAIR.	1845
*A. F	
B. O	
HOUSES ARE BIGGER THAN CARS.	1846
*A. F	
B. O	
ICED TEA TASTES GOOD IN THE SUMMERTIME.	1847
A. F	
*R. O	
SOME PEOPLE SMOKE CIGARS.	1848
*A. F	
B. O	

CLASSIFY THE FOLLOWING STATEMENTS BY CIRCLING *F FOR FACT OR *O FOR OPINION.

F O* ECONOMICS IS AN INTERESTING STUDY FOR THE WAY PEOPLE BUY, SELL AND TRADE ITEMS.	1474
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F* O	MONEY IS A MEDIUM OF EXCHANGE.	1475
F O*	THE MONETARY SYSTEM IS MORE EFFICIENT THAN TRADING.	1476
F O*	THE CONSUMER IS ALWAYS RIGHT.	1477
F O*	A GARAGE SALE IS A GOOD WAY TO GET RID OF JUNK.	1478
F O*	MARKET IS A FUN GAME TO PLAY.	1479
F* O	MAN IS BOTH A PRODUCER AND CONSUMER.	1480
F O*	WE NEED MORE SPECIALIZED PEOPLE, LIKE LAWYERS.	1481
F O*	LEARNING ABOUT THE GLOBE IS MUCH MORE INTERESTING THAN LEARNING ABOUT MAPS.	1489
F* O	THE EQUATOR IS SOMETIMES CALLED 0 DEGREES.	1490
F* O	FAST-WEST LINES ON THE GLOBE ARE CALLED LINES OF LATITUDE.	1491
F* O	THE COLORS ON THE GLOBE STAND FOR LAND, WATER AND ELEVATION.	1492
F O*	IT WOULD BE MUCH NICER TO LIVE IN SOUTH AMERICA THAN CANADA.	1493
F* O	THE WEATHER IS USUALLY WARMEST NEAR THE EQUATOR.	1494
F O*	IT IS MUCH EASIER TO FIND LATITUDE THAN LONGITUDE.	1495
F* O	THE UNITED STATES IS LOCATED IN THE WESTERN HEMISPHERE.	1496
F O*	IT IS FAIRLY EASY TO START A BUSINESS.	1482
F* O	MONEY IS PORTABLE AND SERVES AS A MEASURE OF VALUES.	1483
F* O	PROFIT IS THE MONEY THAT IS LEFT OVER AFTER A BUSINESS PAYS ITS BILLS.	1484
F* O	STOCKHOLDERS OWN A COMPANY.	1485
F O*	A COLOR TV IS A GREAT THING TO HAVE.	1486
F O*	WANTS ARE JUST AS IMPORTANT AS NEEDS.	1487
F* O	A DOCTOR IS AN EXAMPLE OF A PERSON WHO IS A SPECIALIST.	1488

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. %98 0303

IF THE STATEMENT LISTED BELOW IS A FACT, CIRCLE THE *A*. IF THE STATEMENT CAN *NOT* BE READILY PROVED OR DISPROVED, CIRCLE THE *B*. 0218

A SQUARE HAS 4 SIDES. *A	2512
THE BEATLES SOUND GOOD. *B	2513
PURPLE IS MADE OF RED AND BLUE. *A	2514
ROSES SMELL NICE. *R	2515
SALLY AND MARY ARE BOTH GIRLS. *A	2516
JAN IS SHORTER THAN DEAN. *A	2517
SOME HORSES ARE BLACK. *A	2518
CHOCOLATE ICE CREAM IS THE BEST KIND. *B	2519
MARY ALICE IS STUCK UP. *B.	2520
WATER IS A CONDUCTOR OF ELECTRICITY. *A	2521
HEAT RISES. *A	2522
MUSTARD TASTES GOOD. *B	2523
BROTHERS CAUSE TROUBLE. *B	2524
FIRE ENGINES ARE USUALLY RED. *A	2525
LIGHTENING IS FRIGHTENING. *B	2526
RED IS A PRIMARY COLOR. *A	2527
CHEVIES ARE BETTER THAN FORDS. *B	2529
KENNEDY WAS A GOOD PRESIDENT. *B	2530
BLACK IS A DARK COLOR. *A	2531
JANE IS WEARING A GREEN DRESS. *A	2532
MARY IS WEARING A PRETTY DRESS. *B	2533
FIFTY CENTS IS NOT MUCH MONEY. *B	2534
IN ENGLISH ALL WORDS CONTAIN VOWELS. *A	2535
PARALLEL LINES NEVER MEET. *A	2536
BROCCOLI TASTES GOOD WITH BUTTER ON IT. *B	2537
SOME CACTI HAVE RED FLOWERS. *A	2538
BLUE IS A NICE COLOR. *B	2539
OUR FAMILY IS BETTER THAN YOUR FAMILY. *B	2540
KENTUCKY IS THE BEST STATE IN THE U. S. *B	2541
HONEY IS SWEET. *A	2542

HONEY TASTES GOOD. *B	2543
CIGARETTES ARE REALLY NEAT. *B	2544
ALL ANIMALS ARE FURRY. *B	2545
NOT ALL SUGAR IS WHITE. *A	2546
CANDLES BURN FAST. *B	2547
RAVIOLI TASTES GOOD. *B	2548
FLOWERS SMELL GOOD. *B	2549
YOU CAN FIND RATTLESNAKES IN TEXAS. *A	2550
ONLY PEOPLE WHO ARE ABLE TO READ AND WRITE SHOULD BE ALLOWED TO VOTE. *B	2551 2551
LINCOLN WAS OUR BEST PRESIDENT. *B	2552
HUBERT HUMPHREY IS A GOOD POLITICIAN. *B	2553
RICHARD NIXON IS A LOGICAL MAN. *B	2554
CHILDREN CAN SUFFER FROM POOR TEACHERS. *A	2555
ALL TEACHERS ARE REPUTABLE. *B	2556
SOME TEACHERS ARE INEFFECTUAL. *A	2557
BIRTHDAY CAKE IS FATTENING. *A	2558
LUNCH BREAKS ARE ALWAYS FUN. *B	2559
THERE ARE USUALLY 4 WEEKS IN EACH MONTH. *A	2560
SOME CHILDREN DO *NOT* LIKE CANDY. *A	2561
DOGS ARE SMARTER THAN CATS. *B	2562
RAIN IS WET. *A	2563
RAIN IS UNCOMFORTABLE. *B	2564
THE DOLLAR ISN'T WORTH AS MUCH AS IT USED TO BE. *A	2565
BLACK IS A GOOD COLOR. *B	2566
SOME DOGS ARE BROWN. *A	2567
MOST DOGS HAVE FOUR LEGS. *A	2568
YELLOW HOUSES ARE ATTRACTIVE. *B	2569
GOLDFISH MAKE DULL PETS. *B	2570
COWS EAT GRASS. *A	2571
ALICE'S HAIRDO IS UGLY. *B	2572

GRASSHOPPERS ARE SMALLER THAN BIRDS. *A	2573
ROSES SMELL GREAT. *B	2574
FORD MAKES THE BEST CARS. *B	2575
THE TV PROGRAM WAS INTERESTING. *B	2576
THE DESK WAS PAINTED BLACK. *A	2577
OUR SCHOOL IS THE BEST IN THE TOWNSHIP. *B	2578
HIS TEACHER IS 39 YEARS OLD. *A	2579
ALL MEN SHOULD GET MARRIED. *B	2580
HE ALWAYS PITCHES A GREAT GAME. *B	2581
OUR CLASS WAS DETAINED UNTIL FOUR O CLOCK. *A	2582
JEAN,S HAIR IS PRETTIER THAN HER NEW WIG. *B	2583
LINCOLN WAS THE FIRST REPUBLICAN PRESIDENT. *A	2584
ELEVEN SOUTHERN STATES MADE UP THE CONFEDERACY. *A	2585
MEADE WAS A FINE GENERAL. *B	2586
LEE WAS A GENERAL OF THE CONFEDERACY. *A	2587
DEMOCRACY GREW BECAUSE OF THE FRONTIER. *B	2588
NEW YORK CITY IS LARGER THAN CHICAGO. *A	2589
SUE DRIVES A PRETTY CAR. *B	2590
MAC ARTHUR,S IDEAS ON THE KOREAN WAR WERE CORRECT. *B	2591
JOHNSON WAS A BETTER PRESIDENT THAN KENNEDY. *B	2592
EISENHOWER COMMANDED THE NORMANDY LANDING. *A	2593
JOHN IS NICE. *B	2594
MARY,S HAIR IS RED. *A	2595
STEAK IS BETTER THAN CHICKEN. *B	2596
LABOR DAY IS IN SEPTEMBER. *A	2597
THE CTA IS IN FINANCIAL TROUBLE. *A	2598
THE DRAFT IS IMMORAL. *B	2599
MARY WEARS BEAUTIFUL CLOTHES. *B	2600
MAYOR DALEY IS A GOOD MAYOR. *B	2601
GENERAL WESTMORELAND DID A GOOD JOB IN VIET NAM. *B	2602
PRESIDENT NIXON SHOULD RESIGN HIS OFFICE. *B	2603

MANY OF THE DIME NOVELS GAVE A FICTITIOUS IMAGE TO THE AMERICAN COWBOY. *A	2604 2604
WILLIAM S. HART WAS ONE OF THE FIRST GREAT WESTERN SILENT MOVIE STARS. *A	2605 2605
IF SLAVERY HAD BEEN CONFINED TO THE ORIGINAL SOUTHEASTERN STATES, THE CIVIL WAR WOULD NOT HAVE HAPPENED. *B	2606 2606
THE GOVERNMENT GAVE TOO MUCH FEDERAL LAND TO THE RAILROADS. *B	2607
MANY PIONEER HOMES OF THE PEOPLE LIVING ON THE GREAT PLAINS WERE MADE OF SOD. *A	2608 2608
IN DISCUSSING THE BIG ARGUMENT BETWEEN THE CATTLEMAN AND THE FARMER, MOST AUTHORITIES THINK THE FARMER WAS RIGHT. *B	2609 2609
THE OKLAHOMA TERRITORY SHOULD HAVE REMAINED AN INDIAN RESERVATION. *B	2610 2610
THE TRANSCONTINENTAL RAILROAD WAS COMPLETED AFTER THE CIVIL WAR. *A	2611 2611

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. %27D	0349
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DIRECTIONS - SOME STATEMENTS DEAL WITH MATTERS OF FACT AND ARE SUBJECT TO PROOF OR DISPROOF, OTHER STATEMENTS MAY BE BELIEFS, OPINIONS, OR VALUE JUDGMENTS AND ARE NOT SUBJECT TO EFFECTIVE PROOF OR DISPROOF.	0063
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IF THE STATEMENTS LISTED BELOW ARE FACTS, ENCIRCLE THE *A*, IF THE STATEMENT CAN *NOT* BE READILY PROVED OR DISPROVED, ENCIRCLE THE *B*.

THE SOVIET UNION IS ADDING EMPHASIS TO ITS PETROLEUM OBJECTIVES THAT INVOLVE POLITICAL AND ECONOMIC PRESSURES THROUGHOUT THE WORLD. *B	2380 2380 2380
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THE SOVIET UNION HOPES TO DOMINATE THE WORLD THROUGH PETROLEUM. *B	2381 2381
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THE SOVIETS ARE USING EVERY DEVICE NECESSARY TO GET A FOOTHOLD FOR THEIR COMING PETROLEUM DOMINATION. *B	2382 2382
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THE MIDDLE EAST IS NOW PROVIDING 67 PERCENT OF OUR OIL REQUIREMENTS FOR THE WAR IN VIETNAM. *A	2383 2383
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THE SOVIETS INTEREST IN VIETNAM IS THE OIL IN INDONESIA, *NOT* IN HELPING THE NORTH VIETNAMESE. *B	2384 2384
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CANADA IS THE ONLY PLACE OUTSIDE THE UNITED STATES WHERE THE ENERGY SUPPLY POTENTIAL IS HIGH AND WHERE THERE IS *NO* CURRENT SERIOUS THREAT FROM COMMUNISM. *B	2385 2385 2385
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MORE THAN 75 PERCENT OF THE KNOWN PROVEN FREE WORLD RESERVES OF	2386
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OIL ARE IN THE MIDDLE EAST AND AFRICAN COUNTRIES. *A	2386
THE BASIC PLAN OF THE SOVIET UNION IS TO MAKE ALL OIL CONSUMING NATIONS, INCLUDING THE UNITED STATES, DEPENDENT UPON PETROLEUM CONTROLLED BY THE SOVIETS IN ANY PART OF THE WORLD. *B	2387 2387 2387
THE SOVIETS INTEREST IN THE ARAB-ISRAELI CONFLICT IS THEIR PLAN EVENTUALLY TO CONTROL MIDDLE EAST AND AFRICAN OIL, *NOT* IN THEIR LOVE FOR ARABS OR AFRICANS. *B	2388 2388 2388
A CONSIDERABLE POTENTIAL FOR TREMENDOUS NEW OIL RESERVES IS BEING FOUND BUT ONLY THE ACTION IN VIETNAM HAS SO FAR PREVENTED COMMUNIST CONTROL. *B	2389 2389 2389
BRITISH AND AMERICAN OIL COMPANIES DEVELOPED THE PETROLEUM INDUSTRY IN MEXICO. *A	2390 2390
IN CANADA THE PETROLEUM INDUSTRY HAS EXPANDED RAPIDLY SINCE PROSPECTORS MADE A GREAT OIL STRIKE AT LEDUC, ALTO, IN 1947. *A	2391 2391
OIL COMPANIES ARE AMONG THE BIGGEST BUYERS OF STEEL, IRON, MOTOR VEHICLES, ELECTRIC POWER, GASOLINE ENGINES, CEMENT, RUBBER PAINT, AND MANY OTHER PRODUCTS. *A	2392 2392 2392
BRITISH CONSERVATIVES LED BY EDWARD HEATH EMERGED AS THE WINNERS IN THE 1970 BRITISH NATIONAL ELECTION. *A	2393 2393
MANY PEOPLE STAYED HOME BECAUSE THEY THOUGHT THEIR VOTES WERE MEANINGLESS. *B	2394 2394
TALLIES SHOWED THAT JUST OVER 70 PERCENT OF THE VOTERS CAST BALLOTS. *A	2395 2395
THE CONSERVATIVES HAD PLEDGED TO REVERSE LABOR,S DECISION TO PULL BACK BRITISH TROOPS FROM THE PERSIAN GULF AND SOUTHEAST ASIA BEFORE THE END OF NEXT YEAR. *A	2396 2396 2396
THERE WAS SUPERIOR TORY ORGANIZATION IN KEY CONSTITUENCIES. *B	2397
THERE WAS A COMPLACENCY AMONG LABOR,S SUPPORTERS INDUCED BY MISLEADING OPINION POOLS AND FORMER PRIME MINISTER HAROLD WILSONS OWN CAMPAIGN. *B	2398 2398 2398
THERE IS A SMALL BUT DISCERNIBLE MAJORITY THAT HAS HAD ENOUGH OF CAUTION, FLAGGING GROWTH RATES AND DIMINISHING INTERNATIONAL INFLUENCES. *B	2399 2399 2399
FINAL FIGURES SHOWED THAT HEATH,S PARTY WON A 30 SEAT MAJORITY, 330 SEATS TO LABOR,S 288, THE LIBERAL PARTY,S 6, AND ANOTHER 6 WON BY OTHER PARTIES. *A	2400 2400 2400
THE CONSERVATIVES HAVE MADE A FIRM COMMITMENT TO CUT A VARIETY OF TAXES. *A	2401 2401
FREE ENTERPRISE IS THE RIGHT WAY TO ENRICH EVERYONE AND SLOW INFLATION. *B	2402 2402
UNDER HEATH, THE BRITISH WILL *NOT* MAKE FOREIGN POLICY CHANGES THAT WOULD TROUBLE WASHINGTON. *B	2403 2403
THE CONSERVATIVES HAVE RULED OUT ANY MANDATORY WAGE FREEZE.	2404

BACKED BY LEGISLATION, OF THE KIND LABOR USED IN THE 1966 ECONOMIC CRISIS. *A 2404
2404

OF THE TOTAL 28,258,332 VOTES CAST, THE CONSERVATIVES RECEIVED 13,106,965, OR 46.4 PERCENT. *A 2405
2405

LABOR POLLED 12,141,676, OR 43 PERCENT OF THE TOTAL VOTES CAST. *A 2406
2406

HEATH, LIKE HIS PREDECESSOR, IS PLEDGED TO LEAD BRITAIN INTO NEGOTIATIONS TO JOIN THE COMMON MARKET. *A 2407
2407

THE REAL SIGNIFICANCE OF THE ELECTION LIES IN WHAT HAPPENS TO HAROLD WILSON AND LABOR IN OPPOSITION, FOR THERE WILL BE GREAT TEMPTATIONS FOR THEM TO MOVE TOWARD AN ANTIMARKET LINE. *B 2408
2408
2408

POLLS SHOW WIDE PUBLIC DOUBT ABOUT THE EUROPEAN COMMUNITY. *A 2409

THE STUDENT WILL DISTINGUISH BETWEEN FACT AND INFERENCES BY CLASSIFYING EXAMPLES. *9M 0391

DIRECTIONS - READ THIS ARTICLE WRITTEN BY A FOURTH GRADE GIRL. IN THE BLANK BEFORE THE STATEMENTS MADE AT THE END OF THE ARTICLE, PUT AN *F* IF THE STATEMENT IS A FACT FOUND IN THE SELECTION. PUT AN *I* IF THE STATEMENT CAN BE INFERRED FROM THE SELECTION. 0086

MOST WOOLLY BEARS HAVE FIVE BLACK STRIPES AT THE FRONT OF THEIR BODIES, FOUR REDDISH-BROWN ONES IN THE MIDDLE, AND THREE MORE BLACK ONES IN THE BACK. THERE ARE THIRTEEN SEGMENTS, OR SECTIONS TO THEIR BODIES. THE LAST TWO ARE JOINED, SO IT SOMETIMES LOOKS AS IF THEY HAVE ONLY TWELVE. WOOLLEY BEARS HAIR GROWS IN LITTLE TUFTS ON THE SIDES OF THE SEGMENTS, BUT IT IS HARD TO COUNT THE TUFTS, THEY ARE SO CLOSE TOGETHER.

CATERPILLARS ARE THE FIRST FORM OF EITHER MOTHS OR BUTTERFLIES. WOOLLEY BEARS ARE THE CATERPILLAR FORM OF THE ISABELLA TIGER MOTH.

WOOLLEY BEARS ARE CATERPILLARS. *F 2852

THE GIRL WHO WROTE THIS ARTICLE USED A MAGNIFYING GLASS. *I 2853

THERE ARE THIRTEEN SEGMENTS IN A WOOLLEY BEAR. *F 2854

IT IS DIFFICULT TO COUNT HAIR TUFTS ON WOOLLEY BEARS. *F 2855

THIS ARTICLE COULD HAVE APPEARED IN A NATURE MAGAZINE. *I 2856

WOOLLEY BEARS ARE *NOT* FOUR LEGGED ANIMALS. *I 2857

ISABELLA TIGER MOTHS DEVLOP FROM WOOLLEY BEARS. *F 2858

THE GIRL WHO WROTE THIS ARTICLE EXAMINED MANY CATERPILLARS. *I 2859

THE LAST TWO SECTIONS OF A WOOLLEY BEAR ARE JOINED. *F 2860

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH AMONG
FACT, INFERENCE, AND VALUE JUDGMENT BY CLASSIFYING SEVERAL
EXAMPLES. %17n

0322

DIRECTIONS - FROM THE LIST BELOW, DECIDE WHICH RESPONSE MAKES
THE BEST IDENTIFICATION OF EACH STATEMENT. CHOOSE THE CORRECT
ANSWER -

0047

- A. FACT
- B. INFERENCE
- C. VALUE JUDGMENT

GEORGE WASHINGTON WAS A GOOD AMERICAN. *C	2166
JAMESTOWN WAS ONE OF THE THIRTEEN COLONIES. *A	2167
SLAVERY WAS PRACTICED IN THE UNITED STATES. *A	2168
THE ENGLISH WERE BAD. *C	2170
THE ENGLISH STARTED THE REVOLUTIONARY WAR. *B	2171
INDIANS LIVED IN AMERICA BEFORE THE EUROPEANS. *A	2172
THE COLONISTS FOUGHT FOR A GOOD CAUSE IN THE REVOLUTIONARY WAR. *B	2173 2173
THE COLONISTS STARTED THE REVOLUTIONARY WAR. *B	2174
ILLINOIS IS A NICE PLACE TO LIVE. *C	2175
AMERICAN CITIZENS SHOULD USE THEIR RIGHT TO VOTE. *C	2176
ILLINOIS IS A STATE. *A	2178
MAN WILL LAND ON MARS. *B	2179
MEN HAVE LANDED ON THE MOON. *A	2180
RICHARD NIXON IS OUR PRESIDENT. *A	2181
MAN SHOULD LAND ON MARS. *C	2182
AN OPINION *C	2183
A REASONED CONCLUSION *B	2184

THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH BETWEEN
FACT, AND VALUE JUDGMENT BY CLASSIFYING EXAMPLES. %15n

0354

DIRECTIONS - FROM THE LIST BELOW, DECIDE WHICH RESPONSE MAKES THE
BEST IDENTIFICATION OF EACH STATEMENT. PLACE THE LETTER OF YOUR
ANSWER ON THE BLANK SPACE TO THE LEFT OF EACH ITEM.

0067

- A. FACT
- B. VALUE JUDGMENT

NO TWO BRAINS ARE EXACTLY ALIKE. *A	2481
THE U. S. SHOULD *NEVER* HAVE AIDED SOUTH VIETNAM. *B	2482

COLUMBUS WAS A BRAVE MAN. *B	2483
THE 18 YEAR OLDS MUST BE GIVEN THE RIGHT TO VOTE. *B	2484
IN THE SPRING OF 1966, GENERAL LEWIS R. HERSHEY, SELECTIVE SERVICE DIRECTOR, ANNOUNCED PLANS TO DRAFT *SOME* COLLEGE STUDENTS. *A	2485 2485 2485
THE BILLIONS OF DOLLARS SPENT IN VIETNAM SHOULD BE SPENT TO FIGHT POVERTY AT HOME. *B	2486 2486
POVERTY EXISTS IN THE UNITED STATES. *A	2487
GERTRUDE IS THE PRETTIEST GIRL IN HER CLASS. *B	2488
SOME CROPS CAN BE GROWN IN A DESERT *ONLY* IF IRRIGATED. *A	2489
THE NILE RIVER FLOWS NORTHWARD. *A	2490
ALEXANDRIA EXPORTS LARGE AMOUNTS OF COTTON. *A	2491
AFRICA IS THE *MOST* INTERESTING CONTINENT TO VISIT. *B	2492
ALTHOUGH THE LEADERS IN AFRICA HOPE TO ACCOMPLISH A GREAT DEAL IN A SHORT TIME, IT WILL BE YEARS BEFORE AFRICA CEASES TO BE AN UNDERDEVELOPED CONTINENT. *B	2493 2493 2493
ALLAH IS THE ARABIC WORD FOR GOD. *A	2494
LESS THAN ONE-FOURTH OF THE AFRICANS CAN READ AND WRITE. *A	2495
PRESIDENT NIXON IS THE BEST LEADER THE U. S. HAS EVER HAD. *B	2496
THE *MOST* BEAUTIFUL CITY IN FRANCE IS PARIS. *B	2497
MICHAELANGELO WAS A MAN WITH GREAT PERSEVERANCE. *B	2498
YOU ARE ALIVE. *A	2499

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THAT OPINIONS ARE HARDER TO PROVE THAN FACTS BY IDENTIFYING STATEMENTS THAT ARE MOST DIFFICULT TO PROVE. %B	0389
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DIRECTIONS - IN EACH OF THE FOLLOWING THERE IS ONE OF THESE ITEMS WHICH WOULD BE HARDER TO PROVE THEN THE OTHER TWO. CIRCLE THE LETTER OF THE STATEMENT WHICH WOULD BE *MOST* DIFFICULT TO PROVE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO	2827
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| *A. WATER POLLUTION IS THE NATION'S GREATEST PROBLEM. | 2827 |
| B. OIL IS POLLUTING THE WATER. | 2827 |
| C. LAWS HAVE BEEN PASSED TO STOP WATER POLLUTION. | 2827 |

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO	2828
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|--|------|
| A. ABRAHAM LINCOLN WAS PRESIDENT DURING THE CIVIL WAR. | 2828 |
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*B. ABRAHAM LINCOLN WAS OUR BEST PRESIDENT.	2828
C. ABRAHAM LINCOLN WROTE THE GETTYSBURG ADDRESS.	2828
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2829
A. IN THE FOURTH GRADE WE STUDY FRACTIONS.	2829
B. THERE ARE TWENTY-FOUR PUPILS IN THE FOURTH GRADE.	2829
*C. THE FOURTH GRADE IS HARDER THAN THE THIRD GRADE.	2829
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2830
*A. ILLINOIS IS A GOOD STATE IN WHICH TO LIVE.	2830
B. ILLINOIS PRODUCES 60 MILLION TONS OF COAL EVERY YEAR.	2830
C. ILLINOIS RANKS HIGH IN PRODUCING MANUFACTURED GOODS.	2830
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2831
A. BABE RUTH HIT 54 HOME RUNS IN 1920.	2831
B. JACKIE ROBINSON BECAME THE FIRST NEGRO TO PLAY IN ORGANIZED BASEBALL.	2831
*C. BABE RUTH DID MORE THAN ANY OTHER PLAYER TO MAKE BASEBALL POPULAR.	2831
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2832
A. MANY PEOPLE IN OUR CLASS READ CHARLOTTE'S WEB LAST YEAR.	2832
*B. IT IS BETTER TO READ THAN WATCH T. V.	2832
C. THERE ARE MANY ADVENTURE BOOKS IN OUR SCHOOL LIBRARY.	2832
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2833
A. THE APOLLO FLIGHTS REACHED THE MOON.	2833
B. THE APOLLO FLIGHTS USED THREE-STAGE ROCKETS.	2833
*C. THE APOLLO FLIGHTS COST TOO MUCH MONEY.	2833
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2834
A. MANY COUNTRIES HAVE PRESIDENTS AS HEADS OF THE GOVERNMENT.	2834
B. QUEEN ELIZABETH RULES GREAT BRITAIN.	2834
*C. A PRESIDENT MAKES A BETTER LEADER.	2834

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS OR OPINIONS BY SELECTING THE STATEMENT WHICH WOULD BE MOST DIFFICULT TO PROVE. %14# 0020

INSTRUCTIONS

IN EACH OF THE FOLLOWING TEN QUESTIONS THERE IS ONE OF THE FOUR ITEMS WHICH WOULD BE *MORE* DIFFICULT TO *PROVE* THAN THE OTHER THREE. CROSS OFF THE LETTER OF THE CORRECT ONE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	1833
A. TWO KINDS OF GOVERNMENT DEVELOPED IN EUROPE NEAR THE AGE OF DISCOVERY.	
*B. THE ENGLISH GOVERNMENT WAS BETTER THAN THE FRENCH GOVERNMENT.	
C. IN ENGLAND, THE NATION WAS CHIEFLY GOVERNED BY PARLIAMENT.	
D. IN FRANCE, THE KING WAS THE RULER.	

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1834

- *A. THE IDEA THAT A KING SHOULD RULE HIS PEOPLE COMPLETELY WAS BEST PRACTICED BY KING LOUIS XIV OF FRANCE.
- B. LOUIS XIV WAS CALLED THE *SUN KING*.
- C. LOUIS XIV RULED FRANCE FOR 54 YEARS.
- D. LOUIS XIV HAD ABSOLUTE AUTHORITY IN HIS GOVERNMENT.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1835

- A. THE TUDOR FAMILY RULED ENGLAND IN THE 16TH CENTURY.
- *B. THE TUDORS WERE GOOD RULERS.
- C. IN THE 17TH CENTURY, THE STUART FAMILY CAME TO THE THRONE.
- D. ENGLAND CHANGED UNDER THE RULE OF THE STUARTS.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1836

- A. PARLIAMENT OPPOSED THE STUART KINGS.
- B. PARLIAMENT GAVE THE ENGLISH PEOPLE CERTAIN RIGHTS.
- *C. PEOPLE IN ENGLAND HAD A BETTER LIFE THAN PEOPLE IN FRANCE.
- D. THE RIGHT TO A JURY TRIAL WAS GRANTED THE ENGLISH BY THEIR PARLIAMENT.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1837

- A. BY THE MIDDLE OF THE 18TH CENTURY, THERE WERE 1,500,000 SETTLERS LIVING IN THE AMERICAN COLONIES.
- B. THE COLONIES WERE IMPORTANT TO ENGLAND FOR TRADE.
- C. THE COLONIES HAD THEIR OWN LEGISLATURES.
- *D. THE BRITISH PARLIAMENT EXERCISED TOO MUCH CONTROL OVER THE COLONIES.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1838

- *A. EUROPEANS WERE MORE CIVILIZED THAN THE MOSLEMS.
- B. THE CRUSADES TOOK PLACE BETWEEN THE 11TH AND 13TH CENTURIES.
- C. THE CRUSADES HAD A GREAT EFFECT ON EUROPEAN LIFE.
- D. TRADE WITH THE MIDDLE EAST INCREASED RAPIDLY DURING THE CRUSADES.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1839

- A. THE RENAISSANCE BEGAN IN THE 14TH CENTURY.
- *B. DURING THE MIDDLE AGES SCHOLARS WERE PRIMARILY INTERESTED IN RELIGIOUS SUBJECTS.
- C. THE RENAISSANCE WAS GREATEST PERIOD OF INVENTION IN HISTORY.
- D. IN 1454 THE FIRST BOOK WAS PRINTED WITH MOVABLE TYPE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1840

- A. IN THE SOUTH FROM MARYLAND TO SOUTH CAROLINA AGRICULTURE AND FUR TRADING WERE MORE IMPORTANT THAN INDUSTRY.
- B. THE SOUTHERN COLONIES HAD A CLOSER RELATIONSHIP WITH ENGLAND THAN DID THE NORTHERN COLONIES.
- C. THE NORTHERN COLONIES WERE MAINLY CONCERNED WITH COMMERCE AND INDUSTRY.
- *D. LIFE IN THE NORTHERN COLONIES WAS BETTER THAN LIFE IN THE SOUTH.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR

1841

FALSED

- A. THE NEGROES ON SLAVE SHIPS WERE CHAINED TOGETHER.
- B. SOME OF THE NEGROES WHO WERE BROUGHT TO THE UNITED STATES WERE CHIEFTANS.
- *C. THE NEGROES BROUGHT OVER AS SLAVES WERE LESS INTELLIGENT THAN THEIR WHITE MASTERS.
- D. THE DUTCH RAN SOME OF THE SLAVE SHIPS ENGAGED IN THE SLAVE TRADE.

IN EACH OF THE FOLLOWING QUESTIONS THERE IS 1 OF THE 3 ITEMS WHICH WOULD BE MOST DIFFICULT TO PROVE. CIRCLE THE NUMBER OF THE CORRECT ITEM.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSED

1588

- A. WHEAT IS A PREDOMINANT GRAIN IN THE CENTRAL FARMING REGION.
- B. CORN AND LIVESTOCK FARMS ARE LARGER THAN WHEAT FARMS.
- *C. WHEAT FARMERS DISLIKE CORN FARMERS.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSED

1589

- A. CORN QUICKLY USED UP THE PLANT FOOD IN THE SOIL.
- *B. WHEAT IS EASIER TO GROW THAN CORN.
- C. SETTLERS IN THE EASTERN PART OF THE CENTRAL FARMING REGION LEARNED WHICH CROPS GREW BEST.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSED

1590

- A. THE SETTLERS WHO MADE THEIR HOMES IN THE CENTRAL FARMING REGION CAME FROM THE EASTERN PART OF THE CONTINENT.
- B. BEFORE THE SETTLERS COULD PLOW THE LAND AND PLANT CROPS, THEY HAD TO CUT DOWN MANY OF THE TREES.
- *C. THE SETTLERS DID NOT WANT TO CUT DOWN THE TREES BECAUSE IT WAS HARD WORK.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSED

1591

- A. CITIES GREW UP NEAR RIVER SYSTEMS BECAUSE THEY PROVIDED GOOD TRANSPORTATION FACILITIES.
- B. WATER POWER PROVIDED ELECTRICITY FOR MANY CITIES.
- *C. MANY SETTLERS SETTLED IN AREAS WHICH BECAME CITIES ON WATERWAYS BECAUSE THEY ENJOYED SWIMMING AND WATER SPORTS.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSED

1592

- A. ST. LOUIS IS AN IMPORTANT TRADE AND MANUFACTURING CENTER BECAUSE TRAINS, TRUCKS, BOATS AND AIRPLANES BEING FARM PRODUCTS AND OTHER MATERIALS TO THE CITY.
- B. PEKIN, ILLINOIS IS A MAJOR TRADE CENTER AS IT IS LOCATED NEAR THE ILLINOIS RIVER.
- *C. CHICAGO WILL ALWAYS BE THE LEADING TRADE CENTER IN THE U.S.

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH WOULD BE *MOST* DIFFICULT TO PROVE. %4d

0304

DIRECTIONS - IN EACH SET OF STATEMENTS, ONE OF THE FOUR ITEMS

0219

WOULD BE MORE DIFFICULT TO *PROVE* THAN THE OTHER THREE. SELECT THE STATEMENT *MOST DIFFICULT* TO PROVE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- *A. UNCLE WILLIAM HAD TO BE BRAVE TO FIGHT IN THE WAR OF 1812.
- B. UNCLE WILLIAM FOUGHT IN THE WAR OF 1812.
- C. THE WAR OF 1812 INVOLVED THE AMERICANS AND THE BRITISH.
- D. THE WAR OF 1812 WAS NOT THE FIRST WAR INVOLVING ENGLAND AND AMERICA.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. PEOPLE USUALLY HAVE A HIGH FEVER WITH YELLOW FEVER.
- B. DRUGS HAVE HELPED REDUCE THE INCIDENCE OF SOME ILLNESSES.
- *C. ALL MODERN DAY PEOPLE KNOW MORE ABOUT HOW TO PREVENT SICKNESS THAN PEOPLE WHO LIVED LONG AGO.
- D. IN 1948 THERE WERE FEWER POLIO CASES THAN IN 1937.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. SOME PEOPLE CALL PEACOCKS THE BIRD OF ROYALTY.
- *B. PEACOCKS ARE BEAUTIFUL BIRDS.
- C. PEACOCKS CAN MAKE A FAN OUT OF THEIR TAIL FEATHERS.
- D. TWO PEACOCKS STRUTTED ON THE GRASS NEARBY.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. THE PEDDLER HAD COPPER POTS AND PANS HANGING ON HOOKS AND NAILS.
- *B. COPPER PANS WILL LAST A LIFETIME.
- C. COPPER IS A GOOD CONDUCTOR OF HEAT.
- D. WHEN COPPER PANS OXIDIZE THEY TURN GREEN.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %10

0305

DIRECTIONS - READ THE PARAGRAPH BELOW.

0223

RECENTLY A CAREFUL STUDY WAS MADE OF THE CONCENTRATION OF BUSINESS IN THE UNITED STATES. IT SHOWED THAT OUR ECONOMIC LIFE WAS DOMINATED BY SOME SIX HUNDRED ODD CORPORATIONS WHO CONTROLLED TWO-THIRDS OF AMERICAN INDUSTRY. TEN MILLION SMALL BUSINESS MEN DIVIDED THE OTHER THIRD. MORE STRIKING STILL, IT APPEARED THAT IF THE PROCESS OF CONCENTRATION GOES ON AT THE SAME RATE, AT THE END OF ANOTHER CENTURY WE SHALL HAVE ALL AMERICAN INDUSTRY CONTROLLED BY A DOZEN CORPORATIONS, AND RUN BY PERHAPS A HUNDRED MEN CLEARLY, ALL THIS CALLS FOR A RE-APPRAISAL OF VALUES.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- *A. OUR ECONOMIC LIFE IS DOMINATED BY A RELATIVELY FEW LARGE CORPORATIONS.
- B. SMALL BUSINESS MEN ARE NECESSARY FOR THE DEMOCRATIC GROWTH OF OUR SOCIETY.
- D. MANY BUSINESS MEN WILL BE AFRAID TO INVEST IN PRODUCTS AND BUILDINGS.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL
ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %10 0305

DIRECTIONS - READ THE PARAGRAPH BELOW. 0222

OUR GOVERNMENT IS NOT THE MASTER BUT THE CREATURE OF THE
PEOPLE. THE DUTY OF THE STATE TOWARD THE CITIZENS IS THE DUTY OF
THE SERVANT TO ITS MASTER. THE PEOPLE HAVE CREATED IT, THE PEOPLE
BY COMMON CONSENT, PERMIT ITS CONTINUAL EXISTENCE.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- A. BY COMMON CONSENT THE PEOPLE ALLOW THE STATE TO GOVERN 2639
- WITHOUT MUCH RESTRAINT. 2639
- *B. GOVERNMENT IS THE SERVANT OF THE PEOPLE. 2639
- C. IT IS THE DUTY OF ALL CITIZENS TO TAKE PART IN GOVERNMENT 2639
- AFFAIRS. 2639

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL
ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %10 0305

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. 0224

THE WHITE BACKLASH ALREADY HAS BECOME A FACTOR IN ELECTIONS
FROM ONE END OF THE COUNTRY TO ANOTHER... AMONG LONG-TIME CIVIL
RIGHTS LEADERS...THERE WAS MOUNTING FEAR...THAT THE DAYS OF WIDE
NATIONAL SUPPORT FOR CIVIL RIGHTS HAD COME TO AT LEAST A
TEMPORARY END.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- A. THE NEGRO HAS BEEN DENIED HIS RIGHTS FOR MANY YEARS. 2641
- B. MANY WHITE LEADERS HAVE WORKED WITH NEGRO GROUPS TO GAIN 2641
- EQUALITY FOR THE LATTER. 2641
- C. NEGROES HAVE NOT SUPPLIED ENOUGH LEADERS FROM THEIR OWN 2641
- GROUPS. THERE IS TOO MUCH DEPENDENCE ON SYMPATHETIC WHITES. 2641
- *D. MANY WHITE PEOPLE SEEM TO HAVE LOST SYMPATHY WITH THE DEMANDS 2641
- OF THE NEGROES. 2641

THE STUDENT WILL BE ABLE TO RECOGNIZE AND APPLY THE MEANING OF
THE TERM STEREOTYPE BY RECOGNIZING STEROTYPES IN VARIOUS
STATEMENTS. %110

DIRECTIONS-- IF THE STATEMENT IS AN EXAMPLE OF A STEREOTYPE,
CIRCLE THE A. IF IT IS NOT CIRCLE THE B.

- A. STEREOTYPED STATEMENTS
- B. NOT STERFOTYPED STATEMENTS

FAT BOYS ARE JOLLY. *A 2301467

MOST GIRLS HAVE LONG HAIR. *B 1468

CATS ARE SNEAKY. *A 1409

POOR PEOPLE ARE LAZY. *A 2301470

RICH PEOPLE ARE GREEDY. *A	2301472
THIS CLASSROOM HAS TWO DOORS. *B	1473
GERMANS LOVE TO EAT SAUSAGE. *A	2301475
SOME BOYS ARE MECHANICALLY INCLINED. *B	2301476
MY DOG CAN DO TRICKS. *B	2301477
CLOWNS ARE HAPPY PEOPLE. *A	2301479
MEN WITH BEARDS ARE STERN. *A	2301480

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE EMOTIONAL WORDS BY CORRECTLY IDENTIFYING THEM IN GIVEN EXAMPLES. %37d	0372
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DIRECTIONS - WRITE *F* IF AN EMOTIONAL WORD IS USED IN THE PHRASE AND *N* IF IT NOT.	0074
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ROGERS TO UNVEIL PEACE PLAN *E	2640
TONKIN RESOLUTION KILLED *E	2641
LEGISLATURE ABANDONS GAS TAX *F	2642
DALEY BLASTS LEGISLATURE *E	2643
GAS TAX TURNED DOWN *N	2644
PIRATES DEFEAT ST. LOUIS *N	2645
NORTH SIDERS SWOON TWICE *E	2646
TORY VICTORY IN BRITAIN *N	2647
JUNE SALES RISE *N	'659
ERNIE BANKS TALKS WITH PATRONS *N	2660
U.S.-JAPAN TALKS END *N	2661
NATURAL GAS SHORTAGES LOOM *E	2662
MIDGETS TO RACE FRIDAY *N	2663
HIKE IN JUNE SALES *E	2664
U.S.-JAPAN TALKS FAIL *E	2665
MR. CUR DELIGHTS FAN ON CTA *F	2666
PUBLIC CAUGHT IN HIGH PRICE RISE *E	2667
ANTI-POLLUTION TEST FAILS *E	2668
ALLIES OPEN NEW FRONT *N	2669

DALEY CRITICIZES LEGISLATURE *N	2648
ROGERS PRESENTS PEACE PLAN *N	2649
SENATE REPEALS TONKIN RESOLUTION *N	2650
ANTI-POLLUTION TECHNIQUE BACKFIRES *E	2652
NADER POSSE TO RIDE HERE *E	2653
PRICES CONTINUE TO RISE *N	2654
CUBS SAG INTO SECOND *E	2655
NADER STUDIES LAW FROM HERE *N	2656
CURS LOSE TWO TO METS *N	2657
SOX HAVE ONE-RUN BLUES *E	2658
MANAGER LEO DUROCHER WEDNESDAY MADE SEVERAL *DRASTIC* MOVES. *E	2670
THE PAST THREE DAYS HAVE *CHANGED* THE PICTURE. *N	2671
THE CURS *LOST* TWO GAMES WEDNESDAY. *N	2672
THE CURS WERE *BRUTALLY* DEFEATED BY THE METS. *E	2673
BANKS *SLUGGED* A THREE-RUN HOMER INTO LEFT FIELD. *E	2674
THE PITCHER *ALLOWED* ONLY SEVEN HITS. *N	2675
WRIGLEY FIELD WAS A *DISASTER* AREA TODAY. *E	2676
A *BOO-BOO* COST HIM TWO RUNS IN THE THIRD. *E	2677

THE STUDENT WILL BE ABLE TO ANALYZE ADVERTISING AND DISTINGUISH BETWEEN EMOTIONAL AND UNEMOTIONAL WORDS BY READING THE FOLLOWING STATEMENTS AND CHOOSING THE EMOTIONAL WORDS. %7d	0340
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DIRECTIONS - THE FOLLOWING STATEMENTS ARE TYPICAL OF IDEAS PRESENT THROUGH ADVERTISING. SELECT THE EMOTIONAL WORD AND GIVE A BETTER SUBSTITUTE. %WORD OR PHRASEd	0057
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FREE GIFT WITH EVERY ITEM SOLD	2309
A. ITEM	2309
B. EVERY	2309
*C. FREE	2309
D. SOLD	2309

DIAMOND JIM'S CAR BARGAIN BARN	2310
ALL MAKES0 ALL SIZES0 ALL SHAPES0	2310
ROCK BOTTOM PRICES0	2310
A. DIAMOND	2310
B. BARN	2310
C. ALL MAKES	2310
*D. ROCK BOTTOM	2310

PRICES SLASHED. COME IN TODAY AND BUY AN AUTOMATIC WASHING MACHINE. 2311
 ORIGINALLY 159 DOLLARS AND 95 CENTS. NOW 139 DOLLARS AND 95 CENTS. 2311
 A. ORIGINALLY 2311
 *B. SLASHED 2311
 C. BUY 2311
 D. TODAY 2311

LOST OUR LEASE. EVERYTHING MUST GO. 2312
 A. LOST 2312
 *B. MUST 2312
 C. GO 2312
 D. LEASE 2312

USE OUR IRISH MINT AFTER SHAVE AND BE COMFORTABLY COOL. 2313
 A. IRISH 2313
 B. OUR 2313
 *C. COOL 2313
 D. MINT 2313

AMAZING PRICES. BUY OUR LARGEST SIZE OF LAUNDRY DETERGENT. 2314
 A. LARGEST 2314
 B. SIZE 2314
 C. LAUNDRY 2314
 *D. AMAZING 2314

2 DOLLAR SERVICE CHARGE. FLAT RATES. FAIR REPAIR RATES. 2315
 A. FAIR 2315
 B. CHARGE 2315
 *C. FLAT 2315
 D. RATES 2315

THE STUDENT WILL BE ABLE TO ANALYZE AN EXAMPLE OF AN ADVERTISE- 0341
 MENT BY IDENTIFYING THE MISLEADING APPEAL IN THE
 ADVERTISEMENT. %50

DIRECTIONS - CIRCLE THE BEST ANSWER THAT DEMONSTRATES THE MIS-
 LEADING APPEAL TO THE LISTENER.

SEVEN OUT OF TEN MISS UNIVERSE CANDIDATES USE BRAND X TOOTHPASTE. 2316
 ALL OF THEM ARE BEAUTIFUL. THE MISLEADING APPEAL IS 2316
 A. TO HAVE YOU USE BRAND X TOOTHPASTE. 2316
 B. TO HAVE BEAUTY CONTESTANTS USE BRAND X. 2316
 *C. TO HAVE YOU THINK YOU WILL BE BEAUTIFUL IF YOU USE BRAND X. 2316
 D. TO SHOW THAT 3 OUT OF 10 CANDIDATES DID NOT USE IT 2316
 CORRECTLY. 2316

ALL THE GIRLS LIKE JOHNNY. HE USES APPLE BLOSSOM HAIR CREAM. 2317
 THE MISLEADING APPEAL IS 2317
 A. ALL GIRLS LIKE APPLE BLOSSOM HAIR CREAM. 2317
 B. ALL GIRLS LIKE JOHNNY. 2317
 C. JOHNNY LIKES TO HAVE ALL THE GIRLS SO HE USES APPLE BLOSSOM. 2317
 *D. IF YOU USE APPLE BLOSSOM THE GIRLS WILL CHASE YOU. 2317

WE USED ROYAL BLUE MOUTHWASH JUST BEFORE THE PARTY. WE HAD A 2318
 WONDERFUL TIME. 2318
 THE MISLEADING APPEAL IS 2318

- *A. ROYAL BLUE SHOULD BE USED TO HAVE A GOOD TIME. 2318
- B. ROYAL BLUE IS A PARTY MOUTHWASH. 2318
- C. ROYAL BLUE IS A WONDERFUL MOUTHWASH. 2318
- D. PARTIES ARE A GOOD PLACE TO HAVE A WONDERFUL TIME. 2318

MISS MARY TOWERS USES RAINBOW HANDCREAM. SHE LOOKS 25 YEARS YOUNGER. 2319

THE MISLEADING APPEAL IS 2319

- A. 25 YEAR OLD GIRLS USE RAINBOW CREAM. 2319
- B. MISS TOWERS IS 25 YEARS YOUNGER. 2319
- *C. THOSE WHO USE RAINBOW CREAM ARE GOING TO LOOK 25 YEARS YOUNGER. 2319
- D. MARY TOWERS HAS USED RAINBOW CREAM FOR 25 YEARS. 2319

CLARABELL CLEAN DETERGENT WILL MAKE ALL YOUR CLOTHES THE WHITEST IN TOWN. I USE IT AND EVERYBODY TALKS ABOUT ME. 2320

THE MISLEADING APPEAL IS 2320

- A. THIS DETERGENT WILL MAKE YOUR DARK CLOTHES WHITE. 2320
- *B. THIS DETERGENT WILL MAKE YOU POPULAR. 2320
- C. YOUR CLOTHES WILL BE SO WHITE THAT PEOPLE WILL GOSSIP ABOUT YOU. 2320
- D. CLARABELL DETERGENT IS A FAVORITE OF EVERYONE. 2320

THE PUPIL WILL APPLY HIS KNOWLEDGE OF SCAPEGOATING BY IDENTIFYING THE RELATIONSHIP IN VARIOUS SENTENCES. %3□

SELECT THE STATEMENT WHICH CONTAINS SCAPEGOATING.

- A. HI, FRED. HOW'D THE GAME GO TODAYO 2301499
- B. WE LOST AGAIN. 2301499
- C. WHAT HAPPENED THIS TIMEO 2301499
- *D. OH, EVERYTIME MARK'S LITTLE SISTER COMES TO WATCH WE HAVE BAD LUCK. 2301499

- A. OUCH, THAT HURTS 2301500
- B. WHAT HAPPENED THIS TIME, NEDO 2301500
- C. I BANGED MY ANKLE ON THAT TABLES 2301500
- *D. WELL, IF YOU WEREN'T ALWAYS WATCHING BOZO YOU MIGHT BE ABLE TO SEE WHERE YOU'RE GOING. 2301500

- A. WELL, THAT'S THE END OF THATS 2301501
- B. THE END OF WHATO 2301501
- C. I FLUNKED THE SPELLING TESTS 2301501
- D. DIDN'T YOU STUDYO 2301501
- *E. SURE, BUT I ALWAYS HAVE BAD LUCK WITH THAT TEACHER. 2301501

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN A BIASED AND AN UNBIASED SOURCE OF INFORMATION BY CLASSIFYING GIVEN EXAMPLES. %16□ 0321

DIRECTIONS - FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR NOT THE SOURCE OF INFORMATION IS BIASED. CIRCLE *B* FOR BIASED AND *A* FOR UNBIASED. 0046

REVOLUTIONARY WAR PLAY DIRECTED BY THOMAS JEFFERSON 2148

*B.	2148
A.	2148
DIARY WRITTEN BY QUEEN ISABELLA	2149
*B.	2149
A.	2149
TAPE RECORDING OF SPECK'S TRIAL	2150
B.	2150
*A.	2150
EDITORIAL ENTITLED HONESTY	2151
*B.	2151
A.	2151
PHOTOGRAPH OF THE MOON	2152
B.	2152
*A.	2152
LEGENDS OF ROBIN HOOD	2153
*B.	2153
A.	2153
CAMPAIGN SPEECH	2154
*B.	2154
A.	2154
SARA LEE COMMERCIALS	2155
*B.	2155
A.	2155
DECLARATION OF INDEPENDENCE	2156
*B.	2156
A.	2156
MAP OF THE UNITED STATES	2157
B.	2157
*A.	2157
MODEL OF SPACE CRAFT	2158
B.	2158
*A.	2158
U. S. TEXTBOOK	2159
*B.	2159
A.	2159
RUSSIAN TEXTBOOK	2160
*B.	2160
A.	2160
THE *LEAST* BIASED SOURCE OF INFORMATION ABOUT GEORGE WASHINGTON WOULD COME FROM	2161
*A. AN ENCYCLOPEDIA.	2161
B. AN AUTOBIOGRAPHY.	2161
C. AN EDITORIAL.	2161
D. A DIARY.	2161
THE *LEAST* BIASED SOURCE OF INFORMATION ON A CIVIL WAR BATTLE WOULD BE WRITTEN BY A	2162
A. CONFEDERATE GENERAL.	2162

B. UNION GENERAL.	2162
C. SLAVE.	2162
*D. RUSSIAN DELFGATE.	2162
THE *LEAST* BIASED ACCOUNT OF A MURDER WOULD COME FROM THE	2163
A. MURDER SUSPECT.	2163
*B. DISINTERESTED EYEWITNESS.	2163
C. VICTIM,S FAMILY.	2163
D. SUSPECT,S FAMILY.	2163
A BIASED SOURCE OF INFORMATION MAY BE ALL OF THE FOLLOWING	2164
EXCEPT	2164
A. A PARTICIPANT.	2164
B. AN INVOLVED OBSERVER.	2164
C. AN INTERESTED PARTY.	2164
*D. A DISINTERESTED EYEWITNESS.	2164
AN UNBIASED SOURCE OF INFORMATION PRESENTS	2165
A. ONE PARTICULAR POINT OF VIEW.	2165
B. ALL SIDES OF THE ISSUE.	2165
*C. AN IMPARTIAL ACCOUNT.	2165
D. SEVERAL INTERPRETATIONS.	2165

THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH BETWEEN A BIASED AND AN UNBIASED SOURCE OF INFORMATION BY CLASSIFYING EXAMPLES. %15	0353
DIRECTIONS - FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR NOT THE SOURCE OF INFORMATION IS BIASED. ENCIRCLE *A* FOR BIASED AND *B* FOR UNBIASED.	0066
PAMPHLET PASSED OUT TO U. S. SOLDIERS BY THE VDC %VIETNAM DAY COMMITTEE *B	2466 2466
TAPE RECORDING OF PRESIDENT NIXON,S STATE OF THE UNION SPEECH. *A	2467
ALLIED LEAFLET DROPPED IN GERMANY NEAR THE END OF THE WAR IN EUROPE. *B	2468 2468
CLOSED CIRCUIT TV OF U. N. SESSION *A	2469
PHOTOGRAPH OF ADOLPH HITLER *A	2470
DIARY WRITTEN BY KING GEORGE III *B	2471
A MICROFILM OF THE U. S. CONSTITUTION *A	2472
AN EDITORIAL WRITTEN BY THE A. M. A. ENTITLED MEDICARE *B	2473
LOG CABIN SYRUP COMMERCIALS *B	2474
A GLOBE *A	2475
MODEL OF A SOVIET MISSILE *A	2476
A TV WEATHER FORECAST *A	2477
A CONFEDERATE GENERAL,S ACCOUNT OF THE CIVIL WAR *B	2478

AN AUTOBIOGRAPHY *H

2479

A U. S. HISTORY TEXTBOOK USED AT NORTHWESTERN UNIVERSITY *B

2480

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY
EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON THE
EVIDENCE IN THE PASSAGE. %100

0386

DIRECTIONS - READ THE INFORMATION BELOW THAT APPEARED IN A
MAGAZINE ADVERTISEMENT. BEFORE EACH STATEMENT FOLLOWING THE
PARAGRAPHS, MARK *A* IF THE INFORMATION IS GIVEN, *B* IF THE
INFORMATION IS NOT GIVEN.

0082

THE PAPER BRIDGE

IN A REMOTE CANYON IN VALLEY OF PINE, NEVADA, THE MOST UNUSUAL
BRIDGE IN THE WORLD STOOD READY TO MEET AN AWESOME TEST. THE
BRIDGE HAD BEEN PUT THERE BY THE INTERNATIONAL PAPER COMPANY.
MADE SOLELY OF PAPER AND GLUE, IT WAS ABOUT TO TAKE ON THE FULL
WEIGHT OF A 12,000 POUND TRUCK.

THE DRIVER DOWNSHIFTED, AND THE TRUCK MOVED FORWARD. THE PAPER
BRIDGE CREAKED, FLEXED-- AND DID EXACTLY WHAT ITS DESIGNERS
ALWAYS KNEW IT WOULD DO. IT STOOD UP PERFECTLY TO THE REMARKABLE
STRESS.

THE STATE OF NEVADA PLANS TO BUILD PAPER BRIDGES IN CANYONS. *B

2767

THE INTERNATIONAL PAPER PERFORMED A TEST. *A

2768

PAPER IS STRONGER THAN MOST PEOPLE THOUGHT IT WAS. *A

2769

THE BRIDGE COULD HOLD A 25,000 POUND TRUCK. *B

2770

THE PAPER BRIDGE WAS REINFORCED WITH IRON BEAMS. *B

2771

PAPER BRIDGES WILL SOON BE WIDELY SOLD. *B

2772

THE BRIDGE WAS HELD TOGETHER WITH GLUE. *A

2773

THE DESIGNERS WERE SURPRISED WITH THE RESULTS OF THE TEST. *B

2774

THE TEST TOOK PLACE IN THE STATE OF NEVADA. *A

2775

THE DRIVER SHIFTED THE TRUCK BEFORE MOVING FORWARD ON THE
BRIDGE. *A

2776

2776

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY
EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE
IN THE PASSAGE. %70

0352

DIRECTIONS - ASSUMING THAT THE INFORMATION BELOW IS TRUE, IT IS
POSSIBLE TO ESTABLISH OTHER FACTS USING THE ONES IN THIS
PARAGRAPH AS A BASIS FOR REASONING. THIS IS CALLED DRAWING IN-

0065

INFERENCES. THERE IS, OF COURSE, A LIMIT TO THE NUMBER OR KINDS OF FACTS WHICH MAY BE PROPERLY INFERRED FROM ANY STATEMENT.

USE ONE OF THE FOLLOWING SYMBOLS IN THE SPACE PROVIDED.

- A - IF THE STATEMENT MAY BE INFERRED AS *TRUE*
- B - IF THE STATEMENT MAY BE INFERRED AS *FALSE*
- C - IF NO INFERENCE CAN BE DRAWN ABOUT IT FROM THE PARAGRAPH

USE ONLY THE INFORMATION GIVEN IN THE PARAGRAPH AS A BASIS FOR YOUR RESPONSE.

PARAGRAPH

2435

THE CORRECT MARRIAGE AMONG THE VEDDAS OF CEYLON IS FOR A MAN TO MARRY HIS FATHER'S SISTER'S DAUGHTER. THE CHILDREN OF TWO BROTHERS OR OF TWO SISTERS CANNOT MARRY, SINCE SUCH A MARRIAGE WOULD BE CONSIDERED VERY IMPROPER. WHEN SEEKING A BRIDE, THE MAN GOES TO HIS FUTURE FATHER-IN-LAW WITH A PRESENT OF DRIED DEER FLESH, GRAIN, HONEY, OR YAMS TIED TO HIS UNSTRUNG BOW. THE MARRIAGE CEREMONY IS VERY SIMPLE BUT APPEARS TO BE ABSOLUTELY BINDING, SINCE CASES OF DIVORCE OR SEPARATION ARE ALMOST ENTIRELY UNKNOWN. THE WOMEN ARE JEALOUSLY GUARDED BY THE MEN, WHO DO NOT ALLOW TRADERS OR OTHER STRANGERS TO SEE THEM.

2459

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FAMILY OR KINSHIP TIES ARE VERY STRONG AMONG THE VEDDAS. *A

2459

THE FORCE OF CUSTOM IS RESPECTED BY THESE PEOPLE. *A

2460

MARRIAGES BETWEEN SECOND COUSINS ARE FORBIDDEN. *C

2461

THEY DO *NOT* UNDERSTAND THE USE OF WEAPONS. *B

2462

THE VEDDAS ARE VERY SUPERSTITIOUS AND WORSHIP THE FORCES OF NATURE. *C

2463

2463

IT IS EASY FOR EXPLORERS TO GET PHOTOGRAPHS OF VEDDA MEN, WOMEN, AND CHILDREN. *B

2464

2464

IF THE CHILDREN OF TWO SISTERS WERE TO MARRY, THEY WOULD BE PUNISHED BY DEATH. *C

2465

2465

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %4□

0307

DIRECTIONS - READ THE SELECTION.

230

HE HAD BEEN STRICKEN WITH TYPHOID FEVER DURING HIS FIRST YEAR OF TEACHING, AND ELLEN CREIGHTON HAD PATIENTLY NURSED HIM BACK TO HEALTH WITH THE SKILL SHE HAD LEARNED OVER THE YEARS. THERE WAS A STRONG TIE OF AFFECTION BETWEEN THE TWO OF THEM. ELLEN COUNTED SHADRACK AS A PART OF HER FAMILY AND LOOKED AFTER HIM AS SHE DID HER OWN, AND SHADRACK YALE, IN TURN, SHOWED A THOUGHTFUL COURTESY FOR HER THAT FEW WOMEN OF THE PRAIRIES RECEIVED FROM THEIR OWN SONS.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE

WHETHER IT IS *PROBABLY TRUE, PROBABLY FALSE,* OR THAT IT IS *IMPOSSIBLE TO SAY* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH. CIRCLE THE LETTER BESIDE YOUR CHOICE. IN THE BLANK SPACE PROVIDED BELOW EACH STATEMENT, GIVE A REASON FOR YOUR CHOICE.

- SHADRACK YALE LIVED IN THE CREIGHTON CABIN. 2659
 A. PROBABLY TRUE 2659
 B. PROBABLY FALSE 2659
 *C. CAN,T SAY 2659
- ELLEN CREIGHTON DIDN,T TAKE GOOD CARE OF HER OWN FAMILY. 2660
 A. PROBABLY TRUE 2660
 *B. PROBABLY FALSE 2660
 C. CAN,T SAY 2660
- SHADRACK YALE WAS A SKILLFUL TEACHER. 2661
 A. PROBABLY TRUE 2661
 B. PROBABLY FALSE 2661
 *C. CAN,T SAY 2661
- PRAIRIE WOMEN WEREN,T CODDLED. 2662
 *A. PROBABLY TRUE 2662
 B. PROBABLY FALSE 2662
 C. CAN,T SAY 2662

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSESS THE INFORMATION BY CLASSIFYING THE VALIDITY OF CONCLUSIONS BASED ON EVIDENCE IN A PASSAGE. %28 0012

AFTER READING THE PARAGRAPH BELOW, READ EACH QUESTION. ANSWER PROBABLY TRUE OR PROBABLY FALSE OR CAN,T SAY.

AN ANTHROPOLOGIST IS A PERSON WHO STUDIES ABOUT PEOPLE. BEFORE HE STUDIES A GROUP OF PEOPLE HE READS EVERYTHING HE CAN FIND ABOUT THAT GROUP. HE STUDIES PICTURES AND MOVIES OF THE PEOPLE AND HE MAY EVEN LEARN THEIR LANGUAGE. HE THEN GOES TO LIVE WITH THE PEOPLE AND OBSERVES THE PEOPLE CONSTANTLY.

AFTER READING ABOUT A GROUP OF PEOPLE THE ANTHROPOLOGISTS WORK IS FINISHED. 1450
 A. PROBABLY TRUE
 *B. PROBABLY FALSE
 C. CAN,T SAY

WHEN THE ANTHROPOLOGIST LIVES WITH THE PEOPLE HE IS STUDYING HE IS ACTUALLY LEARNING MORE THAN HE LEARNED FROM READING ABOUT THEM. 1451
 *A. PROBABLY TRUE
 B. PROBABLY FALSE
 C. CAN,T SAY

ANTHROPOLOGISTS TRY TO DISCOVER HOW MEN LIVE AND HOW THEY ADAPT TO THEIR ENVIRONMENT. 1452
 *A. PROBABLY TRUE
 B. PROBABLY FALSE
 C. CAN,T SAY

CLASSIFY EACH CONCLUSION AS A, B OR C BY PUTTING THE LETTER IN THE BLANK.

- A. VALID, ENOUGH INFORMATION GIVEN.
- B. INVALID, ENOUGH INFORMATION GIVEN.
- C. INVALID, NOT ENOUGH INFORMATION GIVEN.

INFORMATION

YOU HAVE FOUND A VERY OLD TREASURE MAP. THE TREASURE IS LOCATED AT THE 20TH LINE OF LATITUDE SOUTH AND THE 150TH LINE OF LONGITUDE WEST WHICH IS IN THE SOUTH PACIFIC.

THE TREASURE IS LOCATED IN THE NORTHERN HEMISPHERE. *B 1482

YOUR TREASURE MAP IS WORTH A LOT OF MONEY. *C 1483

IT WOULD BE EASY FOR YOU TO FIND THE AREA WHERE THE TREASURE IS HIDDEN. *A 1484

THE TREASURE IS LOCATED IN A COLD CLIMATE. *B 1485

THE TREASURE IS HIDDEN ON LAND. *C 1486

THE TREASURE WOULD LIE HIDDEN CLOSER TO THE EQUATOR THAN THE ARCTIC CIRCLE. *A 1487

THE TREASURE IS A CHEST FULL OF MONEY. *C 1488

AFTER READING THE PARAGRAPH BELOW, READ EACH STATEMENT CAREFULLY. ANSWER PROBABLY TRUE, PROBABLY FALSE, OR CAN'T SAY.

THE YOUNGS WERE TRAVELING IN THEIR HUGE SAILBOAT ON THE PACIFIC OCEAN. A VERY BAD STORM CAME UP AND WHEN MR. YOUNG REALIZED THAT THEY MAYBE IN TROUBLE, HE RADIOED THEIR LOCATION TO A SHIP. SOON AFTER THAT THE BOAT CAPSIZED BUT THE YOUNGS MADE IT INTO THEIR LIFEBOAT. THEY WERE RESCUED BY THE SAME SHIP MR. YOUNG HAD RADIOED.

THE SHIP WAS ABLE TO RESCUE THE YOUNGS BECAUSE MR. YOUNG RADIOED IN THE LATITUDE AND LONGITUDE. 1489

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE SHIP WOULD HAVE FOUND THE YOUNGS EVEN IF MR. YOUNG HAD NOT RADIOED IT. 1490

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

MR. YOUNG LEARNED ABOUT SAILING IN STORMS BY READING BOOKS. 1491

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

SAILBOATS ARE DIFFICULT TO HANDLE IN STORMS. 1492

- *A. PROBABLY TRUE
- B. PROBABLY FALSE

C. CAN'T SAY

FROM THE INFORMATION GIVEN, JUDGE THE VALIDITY OF THE STATEMENTS BY ANSWERING WITH A, B, OR C.

- A. VALID--ENOUGH INFORMATION GIVEN.
- B. INVALID--ENOUGH INFORMATION GIVEN.
- C. INVALID--*NOT* ENOUGH INFORMATION GIVEN.

YOU DECIDE TO START A BUSINESS SELLING LEMONADE. YOU HAVE 60 CENTS BUT YOU NEED A \$1 TO BUY ALL YOUR SUPPLIES. SAM, YOUR FRIEND, HAS 40 CENTS AND YOU DECIDE TO GO INTO BUSINESS TOGETHER. THE FIRST DAY YOUR BUSINESS OPENS YOU SELL LEMONADE FOR 5 CENTS A GLASS AND MAKE \$1.50.

SELLING LEMONADE IS A PROFITABLE BUSINESS FOR YOU. *A	1493
YOU BUY LEMONADE FOR 25 CENTS A PACKAGE. *C	1494
YOU HAVE DEVELOPED A PARTNERSHIP. *A	1495
SHARES OF STOCK HAVE BEEN SOLD IN YOUR BUSINESS. *C	1496
CHILDREN BARTERED WITH YOU FOR THE LEMONADE. *C	1497
YOUR BUSINESS IS LOCATED IN FRONT OF SAM'S HOUSE. *C	1498

AFTER READING THE PARAGRAPH, READ EACH STATEMENT AND JUDGE IT AS

- A. VALID--ENOUGH INFORMATION.
- B. INVALID--ENOUGH INFORMATION.
- C. INVALID--*NOT* ENOUGH INFORMATION.

SEVERAL FRIENDS OF MR. HAMBURGER DECIDED TO GO INTO BUSINESS TOGETHER. THEY DECIDED TO BUILD A MC DONALD'S DRIVE-IN. EACH PERSON INVESTED THE SAME AMOUNT OF MONEY AND RECEIVED A PIECE OF PAPER SAYING HOW MUCH EACH HAD INVESTED. THEY FOUND A PERFECT SPOT FOR THE DRIVE-IN ON A BUSY CORNER. AFTER THE DRIVE-IN WAS BUILT THEY ORDERED SUPPLIES AND QUICKLY HIRED HELP. BUSINESS WAS GREAT AND AFTER THE FIRST YEAR ALL THE INVESTORS RECEIVED THEIR INVESTMENT BACK PLUS EXTRA.

MR. HAMBURGER WAS PRESIDENT OF THE BUSINESS. *C	1499
SEVERAL PEOPLE POOLED THEIR MONEY TO START THE BUSINESS. *A	1500
A CORPORATION WAS FORMED. *A	1501
MR. HAMBURGER INVESTED MORE MONEY IN THE BUSINESS. *B	1502
THE BUSINESS MADE A PROFIT. *A	1503
THE DIRECTORS WERE IN CHARGE OF THE BUSINESS. *C	1504
EACH MEMBER RECEIVED A SHARE IN THE PROFITS. *A	1505
MC DONALD'S HAD *LITTLE* COMPETITION. *C	1506
MR. HAMBURGER HAD TROUBLE HIRING HELP. *A	1507
THE VALUE OF THE BUSINESS WAS DIVIDED INTO SHARES OF STOCK. *A	1508

TO BEGIN A BUSINESS ONE MUST HAVE LAND, LABOR, AND CAPITAL. *A

1509

GIVEN A LIST OF FACTS OR A PICTURE, THE STUDENT WILL BE ABLE TO
ASSESS INFORMATION BY CLASSIFYING CONCLUSIONS AS BEING EITHER
VALID OR INVALID. %13

0326

DIRECTIONS - FROM THE INFORMATION GIVEN, DECIDE WHICH RESPONSE
FROM THE LIST ABOVE THE ITEMS MAKES THE BEST JUDGMENT OF THE
CONCLUSION. PLACE THE LETTER OF THE ANSWER ON THE BLANK TO THE
LEFT OF EACH ITEM.

0050

BACKGROUND INFORMATION - YOU ARE A VISITOR FROM ANOTHER PLANET
WHO HAS LANDED NEAR A DESERTED TOWN ON
EARTH. YOU HAVE FOUND A U. S. COIN, A
PRINTED BOOK, AND A CARBON COATED PAN IN
ONE OF THE ROOMS.

- A. VALID, SUFFICIENT INFORMATION
- B. INVALID, SUFFICIENT INFORMATION
- C. INVALID, INSUFFICIENT INFORMATION

A WRITTEN FORM OF LANGUAGE HAD BEEN DEVELOPED. *A

BARTER WAS USED IN OBTAINING OBJECTS. *B

EVENTS WERE RECORDED. *A

THE TOWN GREW IN DIFFERENT STAGES. *C

THE PEOPLE HAD A FORM OF RELIGION. *A

THE PEOPLE OF THIS TOWN WERE MIGRATORY WORKERS. *B

MACHINERY HAD BEEN DEVELOPED. *A

THE TOWN WAS GOVERNED BY A MAYOR. *C

A HIGHER FORM OF EXCHANGE THAN BARTER EXISTED. *A

A NUMBER SYSTEM HAD BEEN DEVELOPED. *A

THE PEOPLE IN THIS TOWN LIVED IN IT FOR A NUMBER OF YEARS. *A

THE PEOPLE USED THE PAN TO OBTAIN GOLD FROM THE RIVER BED. *C

THE PEOPLE USED THE PAN TO COOK FOOD. *A

THE STUDENT WILL BE ABLE TO DRAW CONCLUSIONS AND INFERENCES FROM
GIVEN SITUATIONS ABOUT PEOPLE AND THEIR PROBLEMS BY READING A
SELECTION AND ANSWERING QUESTIONS. %7

0332

DIRECTIONS - READ THE FOLLOWING PARAGRAPH VERY CAREFULLY AND THEN
DECIDE IF THE STATEMENTS LISTED BELOW ARE PROBABLY TRUE, PROBABLY
FALSE, OR WHETHER YOU ARE UNABLE TO SAY FROM THE INFORMATION

PROVIDED IN THE PARAGRAPH. CIRCLE THE BEST ANSWER.

THE SCOTTS ARE A FAMILY OF EIGHT WHO LIVE IN A BARN THAT HAS BEEN MADE INTO A HOME. THEY LIVE ON THE EDGE OF TOWN AND HAVE BEEN UNABLE TO MAKE MANY FRIENDS. SOME PEOPLE SAID THAT THE FATHER DIDN'T WORK. MANY PEOPLE SAID THAT THE CHILDREN WERE ABSENT FROM SCHOOL FREQUENTLY. MANY PEOPLE SAID THAT THE SCOTTS SHOULD NOT LIVE IN THEIR NEIGHBORHOOD. 2247

ONE NIGHT, AFTER SEVERAL MONTHS WITHOUT RAIN, THEIR HOME CAUGHT FIRE AND BURNED DOWN COMPLETELY. 2247

THE HOUSE WAS DESTROYED BY FIRE QUITE EASILY BECAUSE OF A LACK OF RAIN. 2247

- *A. PROBABLY TRUE 2247
- B. PROBABLY FALSE 2247
- C. CAN'T SAY 2247

THE HOUSE WAS DESTROYED BY FIRE BECAUSE THE SCOTTS WERE LAZY. 2248

- A. PROBABLY TRUE 2248
- *B. PROBABLY FALSE 2248
- C. CAN'T SAY 2248

THE HOUSE WAS DESTROYED BY FIRE BECAUSE THE NEIGHBORS WISHED TO GET RID OF THE SCOTT FAMILY. 2249

- A. PROBABLY TRUE 2249
- *B. PROBABLY FALSE 2249
- C. CAN'T SAY 2249

THE FATHER DIDN'T WORK BECAUSE HE WAS SICK. 2250

- A. PROBABLY TRUE 2250
- B. PROBABLY FALSE 2250
- *C. CAN'T SAY 2250

THE SCOTTS HAVE A SOCIAL PROBLEM. 2251

- *A. PROBABLY TRUE 2251
- B. PROBABLY FALSE 2251
- C. CAN'T SAY 2251

THE SCOTTS HAVE A REPUTATION FOR BEING A GOOD FAMILY. 2252

- A. PROBABLY TRUE 2252
- *B. PROBABLY FALSE 2252
- C. CAN'T SAY 2252

THE COMMUNITY WILL NOT WANT TO HELP THIS FAMILY GET A NEW PLACE TO LIVE. 2253

- *A. PROBABLY TRUE 2253
- B. PROBABLY FALSE 2253
- C. CAN'T SAY 2253

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSESS THE VALIDITY OF STATEMENTS BY CLASSIFYING STATEMENTS AS TRUE, PROBABLY TRUE, FALSE, PROBABLY FALSE, CAN'T SAY. *12# 0390

DIRECTIONS READ THE PARAGRAPH. THEN READ THE STATEMENTS FOLLOWING THE PARAGRAPH. DECIDE IF THEY ARE TRUE, PROBABLY TRUE, FALSE, PROBABLY FALSE, OR CAN'T SAY.

MARY AND JEAN LIVE NEXT DOOR TO EACH OTHER. EACH MORNING THEY
GO TO SCHOOL TOGETHER. THEY USUALLY ARRIVE AT SCHOOL BEFORE THE
WARNING BELL RINGS AT 8-55 A.M. THIS MORNING A BLOCK FROM SCHOOL
MARY BEGAN TO RUN LEAVING JEAN BEHIND. WHEN JEAN ARRIVED AT
SCHOOL, THE 9 O'CLOCK TARDY BELL HAD ALREADY RUNG.

7

MARY AND JEAN ARE GOOD FRIENDS.

2840
2840
2840
2840
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2840

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

MARY AND JEAN GO TO THE SAME SCHOOL.

2841
2841
2841
2841
2841
2841

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

THE WARNING BELL IS DIFFICULT TO HEAR A BLOCK FROM SCHOOL.

2842
2842
2842
2842
2842
2842

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

MARY CALLED TO JEAN BEFORE SHE BEGAN TO RUN.

2843
2843
2843
2843
2843
2843

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

THE WARNING BELL DID *NOT* RING THIS MORNING.

2844
2844
2844
2844
2844
2844

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

JEAN RAN THE LAST BLOCK TO SCHOOL.

2845
2845
2845
2845
2845
2845

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

THE TARDY BELL RINGS FIVE MINUTES AFTER THE WARNING BELL.

2846
2846
2846
2846
2846
2846

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

JEAN DOESN'T HEAR AS WELL AS MARY.

2847
2847
2847
2847
2847
2847

A. TRUE

B. PROBABLY TRUE

C. FALSE

D. PROBABLY FALSE

E. CAN'T SAY

MARY DID *NOT* CALL TO JEAN BEFORE LEAVING HER.	2848
A. TRUE	2848
B. PROBABLY TRUE	2848
C. FALSE	2848
*D. PROBABLY FALSE	2848
E. CAN'T SAY	2848
JEAN WAS UPSET WHEN SHE ARRIVED AT SCHOOL.	2849
A. TRUE	2849
*B. PROBABLY TRUE	2849
C. FALSE	2849
D. PROBABLY FALSE	2849
E. CAN'T SAY	2849
A NOISEY TRUCK PASSING BY MADE IT IMPOSSIBLE FOR JEAN TO HEAR THE WARNING BELL.	2850
A. TRUE	2850
B. PROBABLY TRUE	2850
C. FALSE	2850
D. PROBABLY FALSE	2850
*E. CAN'T SAY	2850
MARY IS A FASTER RUNNER THAN JEAN.	2851
A. TRUE	2851
B. PROBABLY TRUE	2851
C. FALSE	2851
D. PROBABLY FALSE	2851
*E. CAN'T SAY	2851

THE CHILD WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY
EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE
IN THE PASSAGE. %30 0008

READ THE PARAGRAPHS CAREFULLY. THEN READ THE STATEMENTS AND
CIRCLE THE BEST ANSWER.

MR. EXECUTIVE DECIDED TO LEAVE HIS JOB IN THE CITY AND BECOME A
FARMER. HE BOUGHT A FARM IN THE COUNTRY. ON HIS FIRST DAY, MR.
EXECUTIVE SAID, GEORGE, YOU TAKE THE COWS OVER TO THE EAST
PASTURE. I'LL HARVEST THE WHEAT IN THE NORTH PASTURE. ED, YOU
PLANT THE CORN IN THE WEST PASTURE, AND AFTER WATERING IT BE SURE
TO ROLL OVER IT WITH THE TRACTOR--I LIKE CREAMED CORN

MR. EXECUTIVE HAD ALL THE FACTORS HE NEEDED TO BECOME A FARMER
*EXCEPT 1447

- A. LABOR.
- B. TOOLS.
- *C. KNOW HOW.
- D. LAND.

BEFORE MR. EXECUTIVE DECIDED TO LEAVE HIS JOB IN THE CITY HE
SHOULD HAVE LEARNED MORE ABOUT 1448

- *A. PLANTING SEEDS.
- B. RAISING COWS.
- C. BUYING FARMS.
- D. HIRING HELP.

AT THIS MOMENT WHAT DOES THE INFORMATION SAY MR. EXECUTIVE'S
ABILITY AS A FARMER IS

1449

- A. EXCELLENT
- B. GOOD
- C. FAIR
- *D. POOR

THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS
THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION
OR PROBLEM BY CORRECTLY CLASSIFYING GIVEN PHRASES. %8

DIRECTIONS - IF YOU WISH TO PROVE THAT *LOU GEHRIG* WAS ONE OF
BASEBALLS GREAT PLAYERS, WHICH OF THESE STATEMENTS COULD YOU USE
AS PROOF MARK *A* BEFORE THE STATEMENT IF YOU COULD USE IT AS
PROOF. MARK *B* IF YOU COULD NOT USE IT. 0084

HE IS A MEMBER OF BASEBALL'S HALL OF FAME. *A 2787

HE WAS THIRTY-EIGHT YEARS OLD WHEN HE DIED. *B 2788

HE PLAYED IN 2,130 CONSECUTIVE GAMES. *A 2789

HE PLAYED FOR THE YANKEES. *B 2790

MANY BOOKS HAVE BEEN WRITTEN ABOUT HIM. *B 2791

HE WAS HONORED IN A SPECIAL DAY AT YANKEE STADIUM WHEN HE
RETIRED. *A 2792

HE WAS OVER SIX FEET TALL. *B 2793

HE PLAYED FIRST BASEMAN POSITION. *B 2794

THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS
THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION
OR PROBLEM BY CORRECTLY CLASSIFYING GIVEN PHRASES. %7

DIRECTIONS - IF YOU WISH TO PROVE THAT *CLARA BARTON* WAS A GREAT
AMERICAN WOMAN WHO DEVOTED HER LIFE TO HELPING PEOPLE, WHICH OF
THESE STATEMENTS COULD YOU USE AS PROOF MARK *A* BEFORE THE
STATEMENT IF YOU COULD USE IT AS PROOF. MARK *B* IF YOU COULD NOT
USE IT. 0085

SHE FOUNDED THE AMERICAN RED CROSS. *A 2795

SHE WAS BORN IN MASSACHUSETTS IN 1821. *B 2796

SHE SERVED AS A NURSE AT THE BATTLE FRONT. *A 2797

SHE WORKED AS A CLERK IN THE U. S. PATENT OFFICE. *B 2798

SHE WAS IN CHARGE OF RELIEF AFTER A FLOOD IN GALVESTON, TEXAS IN
1900. *A 2800

SHE WROTE MANY BOOKS. *B

2601

SHE WENT TO SWITZERLAND IN 1869. *B

2602

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %4n

0308

DIRECTIONS - THE FOLLOWING ARE SELECTIONS FROM A BOOK CALLED *TOMAS TAKES CHARGE.* READ THEM. YOU ARE TRYING TO FIND OUT WHAT TOMAS LOOKS LIKE. WHICH PARAGRAPHS HELP YOU?

0238

TOMAS WAS ELEVEN AND BEGINNING TO GROW. THE OLD RED STRIPED T-SHIRT WAS TOO SHORT. SO WERE LAST YEARS SUIT PANTS, BUT HIS RUBBER THONG SANDALS, FOUND IN A TRASH CAN, FITTED JUST RIGHT.

2700

2700

2700

2700

2700

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

THE EVENING WAS COOL FOR THE 1ST OF JULY-IN FACT PERFECT. SOON THE STREET LIGHTS CAME ON. TOMAS JUMPED TO THE SIDEWALK, GAVE THE CRATE A FAREWELL PAT, AND PICKED UP THE ONION AND TWO PIMENTOS HE HAD FOUND. THEY HAD BEEN LYING INSIDE THE CRATES LIKE A PRESENT.

2701

2701

2701

2701

2701

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2701

2701

THE APARTMENT WHERE TOMAS LIVED WAS IN ONE OF THE FEW APARTMENT BUILDINGS LEFT IN THE MARKET. TOMAS CLIMBED THE THREE FLIGHTS OF STAIRS, PUSHED OPEN THE DOOR, AND STEPPED INTO THE KITCHEN. HIS SISTER FERNANDA LOOKED UP. WITHOUT ASKING, HE KNEW WHAT SHE WANTED TO KNOW.

2702

2702

2702

2702

2702

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2702

2702

TOMAS LEANED AGAINST THE ROUGH, NEW-SMELLING BOARDS OF THE CRATE AND CLOSED HIS EYES AGAIN. THIS TIME HE WOULD COUNT TO 50. HIS THICK HAIR WAS DUSTY BLACK. HIS FACE, PALE, EXCEPT FOR THE BROWN-PURPLE SHADOWS UNDER HIS CLOSED EYES. THE SHADOWS WERE FROM HUNGER, A HUNGER WHICH HAD BEEN GROWING FOR DAYS.

2703

2703

2703

2703

2703

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2703

2703

DIRECTIONS - YOUR ASSIGNMENT IS THE STORY OF THE OKLAHOMA TERRITORY LAND RUSH. BELOW ARE SEVERAL PARAGRAPHS FOR YOU TO READ CAREFULLY. CIRCLE *A* IF THE PARAGRAPH PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CIRCLE *B* IF THE PARAGRAPH IS NOT USEFUL.

0237

THEN THEY COMMENCED A WILD TEAR %RACF% OUT EAST, AND EACH MAN, AS HE FOUND AN UNCLAIMED LOT, PROCEEDED TO STAKE IT OUT AND TO HOLD IT DOWN. THE PROCESS OF SECURING THE LOTS, AS IN GENERAL ADOPTION, IS SIMPLE IN THE EXTREME. FIRST OF ALL A STAKE IS DRIVEN IN THE GROUND, WITH OR WITHOUT A PLACER ATTACHED, SETTING FORTH THE NAME OF THE CLAIMANT. THEN THE NEW OWNER PACES OFF THE

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GROUND HE PROPOSES TO OCCUPY FOR A RESIDENCE OR BUSINESS HOUSE. 2695
 *A. THIS PARAGRAPH HELPS. 2695
 B. THIS PARAGRAPH DOES NOT HELP. 2695

THE VOICES OF THE MEN PULSED POWERFULLY AND CHEERFULLY ACROSS THE 2696
 NARROWING FIELD OF UNREAPED GRAIN. THE PRAIRIE HENS LED FORTH 2696
 THEIR BROODS TO FEED, AND AT LAST, FATHER'S LONG-DRAWN, AND 2696
 MUSICAL CRY, TURN OUT ALL HANDS, TURN OUT RANG WITH RESTFUL 2696
 SIGNIFICANCE THROUGH THE DUSK. 2696
 A. THIS PARAGRAPH HELPS. 2696
 *B. THIS PARAGRAPH DOES NOT HELP. 2696

...HE WOULD BE A RASH PROPHET WHO SHOULD ASSERT THAT THE 2697
 EXPANSIVE CHARACTER OF AMERICAN LIFE HAS NOW ENTIRELY CEASED. 2697
 MOVEMENT HAS BEEN ITS DOMINANT FACT, AND, UNLESS THIS TRAINING 2697
 HAS NO EFFECT UPON A PEOPLE, THE AMERICAN ENERGY WILL CONTINUALLY 2697
 DEMAND A WIDER FIELD FOR ITS EXERCISE. BUT NEVER AGAIN WILL SUCH 2697
 GIFTS OF FREE LAND OFFER THEMSELVES... 2697
 A. THIS PARAGRAPH HELPS. 2697
 *B. THIS PARAGRAPH DOES NOT HELP. 2697

FEW OF THE THOUSANDS OF SEEKERS OF SOMETHING FOR NOTHING, WHO 2698
 HAVE USED THIS CITY AS THEIR LAST HALTING PLACE PRIOR TO MAKING 2698
 THE RUSH INTO OKLAHOMA, WENT TO BED LAST NIGHT. THEY SPENT THE 2698
 NIGHT ON THE STREET, AT THE DEPOT, AND IN AND OUT OF HOTEL 2698
 LORRIES. 2698
 *A. THIS PARAGRAPH HELPS. 2698
 B. THIS PARAGRAPH DOES NOT HELP. 2698

TWO MEN GOT ON THE COWCATCHER OF THE LOCOMOTIVE IN ORDER TO REACH 2699
 THE LAND QUICKER BUT HAD TO BE REMOVED. ON A LATER TRAIN, HOW- 2699
 EVER, A MAN RODE THE WHOLE JOURNEY OF EIGHTY-NINE MILES ON THE 2699
 COWCATCHER. THERE WERE ONLY TWO LADIES ON THE TRAIN. 2699
 *A. THIS PARAGRAPH HELPS. 2699
 B. THIS PARAGRAPH DOES NOT HELP. 2699

GEOGRAPHY

A. GENERAL PRINCIPLES

THE PUPIL WILL SHOW HIS KNOWLEDGE OF THE EFFECT OF LATITUDE, 0155
 ALTITUDE, PREVAILING WINDS, AND TOPOGRAPHY ON CLIMATE BY SELECT-
 ING THE MOST PROBABLE CLIMATE OF A GIVEN AREA. %2d

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF 0001
 CHOICES.

A REGION AT 10 DEGREES N. LATITUDE WILL MOST PROBABLY HAVE WHICH 2300538
 TYPE OF CLIMATE? 2300538
 A. HUMID CONTINENTAL 2300538
 B. TUNDRA 2300538
 *C. TROPICAL RAINFOREST 2300538

D. ICE CAP

2300538

THE IMAGINARY CITY OF LONGVILLE IS LOCATED AT 35 DEGREES N. LATITUDE AND 165 DEGREES E. LONGITUDE. IT IS ON A COASTAL PLAIN WITH THE SEA AT 164 1/2 DEGREES E. LONGITUDE. THE CLIMATE WOULD MOST LIKELY BE

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- A. HUMID CONTINENTAL.
- *B. MARINE WEST COAST.
- C. MEDITERRANEAN.
- D. GREENHOUSE.

THE STUDENT WILL APPLY HIS UNDERSTANDING OF THE EFFECT OF ALTITUDE AND LATITUDE ON TEMPERATURE BY CHOOSING THE RESPONSE WHICH DEMONSTRATES THIS EFFECT. %10

0347

DIRECTIONS - SUPPOSE THAT AN AIRPLANE WERE TO CARRY TANKS OF FISH FROM LAKE SUPERIOR TO LAKE TITICACA. COULD THE FISH ACCUSTOMED TO THE COOL WATERS OF A LAKE IN LATITUDE 48 DEGREES NORTH SURVIVE IN LATITUDE 17 DEGREES SOUTH? ENCIRCLE THE NUMBER OF THE *BEST* RESPONSE.

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- A. NO, BECAUSE THE LOWER THE LATITUDE, THE LONGER IS THE SUMMER AND LAKE TITICACA WATERS WOULD BE TOO WARM.
- B. NO, BECAUSE THE GREATER THE ELEVATION, THE HIGHER IS THE TEMPERATURE AND LAKE TITICACA WATERS WOULD BE TOO WARM.
- *C. YES, THE WATERS OF LAKE TITICACA ARE ALSO COOL, BECAUSE THE SURFACE OF THE LAKE IS HIGH ABOVE SEA LEVEL.
- D. YES, THE WATERS OF LAKE TITICACA ARE COOL, BECAUSE THE LOWER THE ALTITUDE, THE LOWER IS THE TEMPERATURE.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WEATHER CONDITIONS BY ASSOCIATING WEATHER TERMINOLOGY WITH WEATHER PHENOMENA AND SELECTING FACTS ABOUT SUCH PHENOMENA. %80

0228

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

A HEAVY SHOWER OF RAIN ACCOMPANIED BY GUSTY WINDS, THUNDER, LIGHTENING, AND SOMETIMES HAIL IS REFERRED TO AS A

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- A. TORNADO.
- B. HURRICANE.
- *C. THUNDERSTORM.
- D. TYPHOON.

A HURRICANE IS ALSO KNOWN AS A

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- *A. TYPHOON.
- B. THUNDERSTORM.
- C. TORNADO.
- D. HAILSTORM.

THE MOST DESTRUCTIVE STORM KNOWN TO MAN IS THE

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2300992

- A. TORNADO.
- B. HAILSTORM.
- *C. HURRICANE.
- D. BLIZZARD.

THE EYE OF A HURRICANE IS

104

2300993

*A. DEAD CALM.	2300993
B. EXTREMELY VIOLENT.	2300993
C. VERY WARM.	2300993
D. VERY COLD.	2300993
A STORM IS NOT CONSIDERED A TRUE HURRICANE UNLESS THE WHIRLING WINDS NEAR THE CENTER BLOW AT	2300994
A. 50 M.P.H.	2300994
B. A STEADY SPEED.	2300994
*C. AT LEAST 75 M.P.H.	2300994
D. 15 OR 20 M.P.H.	2300994
A HURRICANE TRAVELS ABOUT	2300995
*A. 15 OR 20 M.P.H.	2300995
B. 50 OR 60 M.P.H.	2300995
C. 75 OR MORE M.P.H.	2300995
D. 100 M.P.H.	2300995
HURRICANES SELDOM REACH FAR INLAND BECAUSE THEIR WINDS ARE SLOWED DOWN BY	2300996
A. LIGHTENING.	2300996
B. MOUNTAINS.	2300996
*C. FRICTION.	2300996
D. TIDES.	2300996
HURRICANES FORM MOST FREQUENTLY IN	2300997
*A. SUMMER AND FALL.	2300997
B. FALL AND WINTER.	2300997
C. WINTER AND SPRING.	2300997
D. SPRING AND SUMMER.	2300997

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE DIRECTION OF THE PREVAILING WINDS IN THE LOW, HIGH AND MIDDLE LATITUDES BY CORRECTLY IDENTIFYING THEM FROM A LIST OF GIVEN CHOICES. %4	0140
DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
IN THE LOW LATITUDE THE PREVAILING WINDS ARE FROM THE	2300472
A. NORTH.	2300472
B. SOUTH.	2300472
*C. EAST.	2300472
D. WEST.	2300472
IN THE MIDDLE LATITUDES THE PREVAILING WINDS ARE FROM THE	2300473
A. NORTH.	2300473
B. SOUTH.	2300473
C. EAST.	2300473
*D. WEST.	2300473
THE WESTERLIES ARE THE PREVAILING WINDS OF WHICH LATITUDE	2300474
A. HIGH	2300474
B. LOW	2300474
*C. MIDDLE	2300474
D. NONE OF THOSE	2300474
THE TRADE WINDS ARE THE PREVAILING WINDS OF WHICH LATITUDE	2300475
A. HIGH	2300475

- *B. LOW
- C. MIDDLE
- D. NONE OF THESE

2300475
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2300475

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE A FARM SITUATION BY DRAWING INFERENCES FROM A GIVEN PARAGRAPH. %70

0025

READ THE FOLLOWING PARAGRAPH AND PLACE THE CORRECT LETTER ON THE BLANK.

WE'RE ON OUR WAY TO VISIT A NEW COUNTRY. JUDGING FROM OUR MAP, THIS NEW COUNTRY WHICH IS CALLED FANTAFRICA IS ABOUT THE SAME SIZE AS THE UNITED STATES. UPON ARRIVAL, WE FIND THE PEOPLE SPEAK ENGLISH AND SEVERAL OTHER LANGUAGES. THE LAWS ARE ALSO BASED ON ENGLISH LAWS AND MANY OF OUR CUSTOMS ARE SIMILAR.

IT WAS WINTER WHEN WE LEFT NEW YORK, HOWEVER, HERE IT IS SUMMER. OUR TOUR GUIDE INFORMED US THAT THE COUNTRY IS NOT AS OVERPOPULATED AS IT LOOKS BUT THAT THE BULK OF THE PEOPLE LIVE IN THE LARGE CITIES AND NEAR THE COAST.

DRIVING DOWN THE STREET TOWARD THE SMALL PRIVATE AIRPORT WE SEE MANY FACTORIES. AFTER ENJOYING SOME OF THE SIGHTS, WE TAKE A TRIP TO VISIT A CATTLE STATION WHICH IS SIMILAR TO WHAT WE WOULD CALL A RANCH. WE FLY OVER MANY FRUIT FARMS WHERE APPLES, PEARS, GRAPES AND PEACHES ARE GROWN.

OUR PLANE LANDS NEAR A RAMBLING HOUSE SURROUNDED BY BEAUTIFUL SHRUBBERY. THE CATTLE STATION HAS ABOUT 400 SQUARE MILES OF LAND AND ABOUT 24,000 CATTLE. THE COUNTRY IS TOO DRY TO PROVIDE GRASS FOR MORE CATTLE. AFTER SADDLING HORSES AND RIDING TO THE WATERING PLACE, WE SEE A GREAT CLOUD OF DUST TOWARD THE WEST. OUR GUIDE EXPLAINS THAT THE STOCKMEN HAVE BEEN ROUNDING UP THE CATTLE AND SORTING OUT SOME TO TAKE TO MARKET. THEN THEY WILL BE DRIVEN ON FOOT TO THE RAILROAD 200 MILES AWAY.

WE LEAVE NOW AND FLY NORTHWARD AND SOON WE ARE FLYING OVER WHEAT FIELDS. MOST OF THE FARMS ARE LARGE WITH 1000 OR MORE ACRES. THE WHEAT IS USUALLY SOWN IN MAY AND HARVESTED IN JANUARY. THE WIND AND WATER EROSION CAUSE SERIOUS PROBLEMS. DURING THE DRY SEASON AFTER THE CROP IS HARVESTED THE STRONG WINDS CATCH UP THE PRECIOUS TOP SOIL AND SEND IT DRIFTING INTO THE DESERT DUNES.

OUR PLANE IS NOW CIRCLING OVER A SHEEP STATION. THERE ARE ABOUT 15 TIMES MORE SHEEP THAN PEOPLE IN THE COUNTRY OUR GUIDE TELLS US. THE ONLY PROBLEM IS THAT RABBITS AND SHEEP ARE EATING ALL THE GRASS. CONSEQUENTLY THE DESERT AREAS ARE INCREASING.

THE SEASONS IN THIS COUNTRY IN COMPARISON TO THE UNITED STATES ARE

1630

- A. THE SAME.
- B. SHORTER.
- C. LONGER.
- *D. OPPOSITE.

FANTAFRICA'S MAJOR EXPORT PROBABLY IS

1631

- A. BEEF.
- B. WHEAT.
- C. WOOL.
- D. FRUIT.

THIS COUNTRY IS IDEAL FOR FARMING BECAUSE

1632

- *A. THE LAND IS LEVEL IN SOME AREAS.
- B. THERE ARE SEVERAL AIRPORTS FOR SHIPPING.
- C. THE CITIES ARE LARGE.
- D. THERE ARE MANY RIVERS.

THIS COUNTRY IS PROBABLY LOCATED *MOSTLY* IN THE 1633

- A. LOW LATITUDES.
- *B. MIDDLE LATITUDES.
- C. HIGH LATITUDES.
- D. THE ARCTIC ZONE.

THIS AREA MUST RECEIVE 1634

- A. LARGE AMOUNTS OF RAINFALL.
- *B. SMALL AMOUNTS OF RAINFALL.
- C. AVERAGE AMOUNTS OF RAINFALL.
- D. NO RAINFALL.

THE TOPOGRAPHY AND SOIL IN THIS AREA MUST BE 1635

- A. ROCKY AND HILLY.
- B. ROCKY AND RICH.
- C. FLAT AND ROCKY.
- *D. RICH AND FLAT.

IF IT IS SPRING IN FANTAFRICA, THEN IN THE UNITED STATES, IT IS 1636

- A. SUMMER.
- *B. FALL.
- C. SPRING.
- D. WINTER.

ASSUMING THAT FARMS TODAY WERE SUDDENLY WITHOUT MODERN EQUIPMENT, 0021
THE STUDENT CAN PREDICT THE POSSIBLE CHANGES THAT MIGHT OCCUR
WITHIN A TWO YEAR PERIOD BY SELECTING VALID OR INVALID STATE-
MENTS. %9a

CIRCLE *P* IS THE STATEMENT IS A POSSIBLE OUTCOME. CIRCLE *I*
IF THE STATEMENT IS AN IMPOSSIBLE OUTCOME. CIRCLE *U* IF THE
STATEMENT IS UNCERTAIN.

A DEPRESSION HAS OCCURRED. ALL MACHINE FACTORIES HAVE CLOSED
DOWN. THE GOVERNMENT HAS ASKED FOR ALL FARM EQUIPMENT TO BE
SHIPPED TO CHISHUNG FOR UNKNOWN REASONS.

- P I* U ALL FARMS WOULD DISAPPEAR. 1593
- P I* U PEOPLE WOULD DIE FROM STARVATION. 1594
- P I* U PEOPLE WILL DEFINITELY *NOT* BE ABLE TO BUY ANY FARM
PRODUCE IN THE GROCERY STORE. 1595
- P I* U THE TRUCKING INDUSTRY WOULD BE OUT OF BUSINESS. 1596
- P* I U MANY PEOPLE WOULD *NOT* HAVE JOBS. 1597
- P I U* THIS SITUATION WOULD *NOT* AFFECT THE MEAT PACKING
INDUSTRY. 1598
- P* I U GROCERY STORES MIGHT *NOT* BE STOCKED AS WELL AS THEY
USE TO BE. 1599

P* I U PRICES OF FARM PRODUCE WILL GO *SKI HIGH*. 160

P I* U THIS SITUATION WILL *NOT* AFFECT THE ECONOMY AT ALL. 160

STUDENTS WILL DISPLAY HIS KNOWLEDGE OF THE DEVELOPMENT OF FARMING PRACTICES BY ARRANGING GIVEN STATEMENTS IN THE APPROPRIATE ORDER. 0173
%10

DIRECTIONS - ARRANGE THE FOLLOWING STATEMENTS IN THE ORDER IN WHICH THEY APPEARED. MARK THE CORRECT ANSWER BELOW. 0011

1. MAN PLANTED CROPS IN RAIN-WATERED LANDS. 0585
 2. MAN DEVELOPED AGRICULTURE IN LANDS ALONG RIVERS. 0585
 3. MAN DEVELOPED A SYSTEM OF IRRIGATION. 0585
 4. MAN INVENTED THE PLOW. 585
- A. 2, 3, 1, 4 2300585
B. 1, 3, 2, 4 2300585
C. 1, 2, 3, 4 2300585
*D. 2, 3, 4, 1 2300585

STUDENTS CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE THOSE PHYSICAL AND CULTURAL ENVIRONMENTAL FACTORS THAT AFFECT THE ARCHITECTURE OF A PARTICULAR SOCIETY BY IDENTIFYING THE FACTORS FROM A LIST OF CHOICES. %180 0125

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

- WHICH OF THE FOLLOWING LEAST AFFECTS STYLES OF BUILDINGS 2300436
- A. CLIMATE 2300436
B. NATURAL RESOURCES 2300436
*C. LANGUAGE SPOKEN 2300436
D. RELIGION 2300436
E. OCCUPATION OF THE PEOPLE 2300436

- THE MAIN REASON THAT ANCIENT EGYPTIAN BUILDINGS WERE OF STONE WAS 2300437
- A. SO THEY WOULD LAST. 2300437
*B. BECAUSE THEY HAD LITTLE TIMBER AVAILABLE. 2300437
C. BECAUSE STONE WAS MORE DECORATIVE. 2300437
D. SO THEY WOULD WITHSTAND THE FLOODS OF THE NILE. 2300437

- ANCIENT EGYPTIANS, BUILDINGS HAD DESIGNS OF GREAT SIMPLICITY PARTLY BECAUSE 2300438
- A. THEIR RATHER PRIMITIVE SKILLS IN ARCHITECTURE LIMITED THEM. 2300438
B. THEIR RELIGIOUS BELIEFS RESTRICTED THEIR STYLES. 2300438
*C. THE SUNNY CLIMATE ELIMINATED THE NEED FOR WINDOWS. 2300438
D. THEIR NEED TO HIDE THEIR BEAUTIFUL OBJECTS FROM INVADERS AFFECTED THE DESIGNS. 2300438

- THE WALLS OF MANY OF THE BUILDINGS IN ANCIENT EGYPT WERE VERY THICK MAINLY TO 2300439
- *A. PROTECT THE INHABITANTS FROM HEAT. 2300439
B. HOLD UP THE ROOFS. 2300439

C. PROVIDE MORE PROTECTION IN TIME OF ATTACK.	2300439
D. MAKE THEM RAINPROOF.	2300440
MANY OF THE ROOFS ON BUILDINGS OF ANCIENT EGYPT WERE FLAT MAINLY BECAUSE	2300440
A. THE ARCH HAD NOT BEEN DEVELOPED.	2300440
B. ONLY TOMBS OF PHARAOHS COULD BE POINTED.	2300440
*C. THE AMOUNT OF RAIN DID NOT REQUIRE SLOPING ROOFS.	2300440
D. FLAT ROOFS WERE EASIER TO DESIGN.	2300440
THERE WAS PLENTY OF CLAY FOR BUILDING HOUSES IN NEW ENGLAND, BUT THE PEOPLE INSISTED UPON WOOD HOUSES. WHY?	2300441
A. THEY WERE USED TO WOOD HOUSES.	2300441
B. THERE WAS PLENTY OF WOOD AVAILABLE.	2300441
*C. THEY BELIEVED THAT ONLY WOOD HOUSES WERE HEALTHY.	2300441
D. ONLY A AND B	2300441
*E. A, B, AND C	2300441
BUT MORE BUILDINGS CONSTRUCTED BY THE ROMANS WOULD BE STILL STANDING WERE IT NOT FOR THE FACT THAT	2300443
A. EMPERORS TORE DOWN BUILDING OF PREVIOUS EMPERORS.	2300443
B. CHRISTIANS RUINED BUILDINGS REPRESENTING THE PAGAN RELIGION.	2300443
C. EARTHQUAKES AND VOLCANOES DESTROYED SOME.	2300443
D. A AND C ONLY	2300443
*E. A, B, AND C ABOVE	2300443
PRIMITIVE MAN WORKED OUT THE BEGINNINGS OF ARCHITECTURE IN FULFILLING HIS NEED FOR	2300444
A. FOOD STORAGE FOR WINTER.	2300444
B. A PLACE FOR PRIMITIVE RELIGIOUS FESTIVALS.	2300444
*C. SHELTER FOR HIS FAMILY.	2300444
D. TRAPS AND CAGES FOR ANIMALS.	2300444
THE CONTRIBUTION OF CONCRETE BY THE ROMANS WAS ADVANTAGEOUS OVER THE GREEK BUILDING METHODS BECAUSE	2300445
A. IT MADE BUILDING FASTER.	2300445
B. IT REQUIRED LESS CRAFTSMANSHIP.	2300445
C. IT ENABLED THEM TO BUILD LARGER BUILDINGS.	2300445
D. IT DID NOT RESTRICT BUILDERS TO THE NATURAL RESOURCES AVAILABLE.	2300445
*E. ALL OF THE ABOVE	2300445
WITH THE USE OF CONCRETE, COLUMNS WERE NO LONGER NECESSARY FOR SUPPORT. WHAT WAS THE MAIN REASON WHY ROMANS STILL USE THEM?	2300446
A. THEY FELT MORE SECURE WITH THE ADDED SUPPORT OF COLUMNS.	2300446
B. THEY WANTED THEIR BUILDINGS TO LOOK LIKE GREEK BUILDINGS.	2300446
*C. THEY USED THEM FOR DECORATION.	2300446
D. COLUMNS WERE USED TO DIVIDE ROOMS.	2300446
ONE FORM OF CONSTRUCTION USUALLY CONNECTED WITH THE ROMANS WAS THE AQUADUCT WHICH WAS USED FOR	2300447
A. DECORATING THE COLUMNS.	2300447
B. A PEDESTAL FOR STATUES.	2300447
C. AN ALTAR FOR WORSHIPING THEIR GODS.	2300447
*D. CARRYING WATER.	2300447
THE COLOSSEUM IN ROME WAS USED FOR	2300448
A. A PLACE OF WORSHIP.	2300448
B. A MARKET PLACE.	2300448
*C. A SPORTS ARENA.	2300448

- D. A HOME FOR THE EMPEROR. 2300448
- WHEN ROME BECAME THE CENTER OF A VAST EMPIRE, THE POPULATION INCREASED, THUS 2300449
- A. THE PEOPLE BEGAN MOVING TO THE COUNTRY. 2300449
- *B. THE FIRST TENEMENT HOUSES WERE BUILT. 2300449
- C. MANY PEOPLE BEGAN LIVING IN WHAT HAD PREVIOUSLY BEEN PAGAN TEMPLES. 2300449
- D. LANDLORDS COULD NOT DIVIDE THEIR BUILDINGS. 2300449
- A HAZARD THE ROMAN TENEMENT DWELLER OFTEN FACED WAS 2300450
- A. FIRE. 2300450
- B. COLLAPSING WALLS. 2300450
- C. NO PLUMBING FACILITIES. 2300450
- *D. ALL OF THE ABOVE 2300450
- WHAT KIND OF HOMES DID EARLY ENGLISHMEN IN AMERICA AT FIRST HAVE? 2300451
- A. SIMILAR TO THOSE THEY LEFT IN ENGLAND 2300451
- *B. SIMILAR TO THOSE OF PRIMITIVE PEOPLE 2300451
- C. LOG CABINS 2300451
- D. LARGE BUILDINGS SHARED BY MANY FAMILIES 2300451
- THE MOST IMPORTANT FACTOR INFLUENCING THE KINDS OF HOMES BUILT BY EARLY NEW ENGLANDERS WAS 2300452
- A. THEIR CULTURE. 2300452
- *B. THE CLIMATE. 2300452
- C. THEIR RELIGION. 2300452
- D. THE INFLUENCE OF THE INDIANS. 2300452
- STONE HOUSES WERE RARE IN EARLY NEW ENGLAND BECAUSE 2300453
- *A. THERE WAS NO LIME FOR A STRONG MORTAR. 2300453
- B. THE PEOPLE PREFERRED BRICK HOUSES. 2300453
- C. IT WAS HARD TO ATTACH A ROOF TO A STONE HOUSE. 2300453
- D. THEY SEEMED TOO PRIMITIVE TO THE PEOPLE. 2300453
- HOUSES IN SOUTHERN COLONIES WERE OFTEN BUILT OF BRICK BECAUSE 2300454
- A. WOODEN HOUSES WOULD NOT WITHSTAND THE DAMPER CLIMATE. 2300454
- B. LIME FOR MORTAR WAS AVAILABLE THERE. 2300454
- C. THE PEOPLE WERE NOT AS BOUND BY THE ONE TRADITION. 2300454
- *D. ALL OF THE ABOVE 2300454

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW FARMS DIFFER IN RELATIONSHIP TO THE TOPOGRAPHY, THE SOIL, AND THE CLIMATE BY IDENTIFYING EXAMPLES. %40 0017

IN THE FOLLOWING ITEMS, SELECT THE STATEMENT A FARMER WOULD CONSIDER TO BE MOST VALUABLE IN ANSWERING THE GIVEN QUESTION. WRITE THE LETTER OF YOUR ANSWER ON THE BLANK SPACE TO THE LEFT OF EACH ITEM.

IN THE EASTERN PART OF THE CENTRAL FARMING REGION, CORN GROWS ESPECIALLY WELL BECAUSE 1560

A. THERE IS LITTLE RAINFALL AND THE CLIMATE IS COOL.

*B. SUMMERS ARE HOT AND RAINFALL IS PLENTIFUL.

C. SUMMERS ARE SHORT AND RAIN IS LIGHT.

IN THE WESTERN PART OF THE CENTRAL FARMING REGION, WHEAT GROWS 1570

BETTER THAN CORN BECAUSE OF THE

- *A. CLIMATE.
- B. TOPOGRAPHY.
- C. SOIL.

THE *MOST* NECESSARY CONDITION TO GROW WINTER WHEAT IS TO PLANT WHEAT IN THE

1571

- *A. FALL.
- B. WINTER
- C. SUMMER.

SOME CROPS FOUND IN THE DAIRY BELT HAVE SUMMERS THAT ARE

1572

- A. LONG AND RAINY.
- *B. SHORT AND COOL.
- C. HOT AND DRY.

THE CHILD WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING IT AFTER READING A PARAGRAPH CONCERNING THE NEED FOR CONSERVATION. %14

0266

INSTRUCTIONS -- READ THE PARAGRAPH BELOW.

1806

THE VAST OCEANS ARE STILL THE RICHEST SOURCE OF FOOD IN THE WORLD -- BUT THE DAY MAY BE RAPIDLY APPROACHING WHEN THERE WILL NOT BE *LOTS MORE FISH IN THE SEA.* IF IT DOES COME, IT WILL PROBABLY BE THE FAULT OF MAN, NOT NATURE. THE DANGER SIGNS ARE ALREADY CLEAR. FISHERMEN FROM GLOUCESTER TO OSAKA ARE FINDING IT ALMOST IMPOSSIBLE TO CATCH ENOUGH FISH PER VOYAGE TO STAY IN BUSINESS.

CHOOSE THE MAIN IDEA THAT COMES FROM THE PARAGRAPH.

- *A. MAN MIGHT DESTROY HIS RICHEST SOURCE OF FOOD.
- B. FISHERMEN ARE HAVING FINANCIAL TROUBLE.
- C. THE OCEANS CONTAIN MUCH FOOD FOR MAN.

B. COUNTRIES

I. ARGENTINA AND URUGUAY

THE STUDENT WILL DEMONSTRATE HIS GEOGRAPHIC KNOWLEDGE OF THE CITIES AND REGIONS IN ARGENTINA AND URUGUAY BY IDENTIFYING CERTAIN CHARACTERISTICS OF A PARTICULAR AREA. %124

0022

SELECT THE AREA FROM THE LIST BELOW THAT BEST FITS THE DESCRIPTIONS OF THE VARIOUS REGIONS IN ARGENTINA AND URUGUAY. WRITE ITS LETTER NEXT TO THE STATEMENT. SOME ITEMS CAN BE USED MORE THAN ONCE.

- A. BUENOS AIRES
- B. MENDOZA
- C. MONTEVIDEO

- D. PATAGONIA
- E. ROSARIO
- F. SAN JUAN
- G. THE DRY NORTHWEST
- H. THE PAMPA
- I. THE WEST NORTHEAST
- J. URUGUAY

THIS FINE FARMING REGION IS ONLY ONE FOURTH OF ARGENTINA BUT IT PRODUCES MOST OF THE COUNTRY'S MEAT AND GRAIN. *H 1602

THIS AREA IS LOCATED SOUTH OF THE TROPIC OF CAPRICORN AND HAS MOIST WINTERS AND HOT RAINY SUMMERS. *H 1603

THIS REGION IS AS LARGE AS THE PAMPA BUT ONLY 250,000 PEOPLE LIVE THERE. THE CHIEF BUSINESS IS SHEEP RANCHING. *D 1604

COTTON IS THE CHIEF CROP IN THIS AREA, BUT IT IS NOT A MAJOR EXPORT. *G 1605

THIS CITY IS THE CHICAGO, NEW YORK AND WASHINGTON D.C. OF ARGENTINA. *A 1606

THIS CITY LIES IN A WARM DRY VALLEY AT THE FOOT OF THE ANDES MOUNTAINS. IT IS THE CHANGING POINT TO THE *NARROW GAUGE* RAILROAD. *R 1607

THIS REGION HAS POORLY DRAINED FOREST LANDS AND GRASS LANDS. *H 1608

THIS AREA IS ABOUT THE SIZE OF NORTH DAKOTA AND WOOL IS ITS CHIEF EXPORT. *J 1609

THIS AREA IS URUGUAY'S *LARGEST* CITY AND CAPITAL. *C 1610

THIS REGION IS HANDICAPPED IN SOME AREAS BY SWAMPS. IT ALSO HAS ROOM FOR GREATER POPULATION. *H 1611

THIS REGION IS VERY DRY AND MUST PROVIDE IRRIGATION FOR ITS CROPS. ONE OF THE MAJOR CROPS IS GRAPES. *B 1612

THIS AREA IS KNOWN FOR QUEBRACHO. ITS CLIMATE IS NOTED FOR HEAVY RAINS. THE LAND IS FLAT. *I 1613

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE REASONS FOR THE SPARSE POPULATION OF PATAGONIA BY IDENTIFYING THE CORRECT CAUSES OF THE SMALL POPULATION. %10 0023

PATAGONIA IS AS LARGE AS THE PAMPA REGION BUT ONLY 250,000 PEOPLE LIVE THERE. PUT A CHECK IN FRONT OF EACH SENTENCE THAT EXPLAINS THE ABOVE STATEMENT.

IT IS A SHEEP RAISING AREA. * 1614

IT IS *NOT* A NICE PLACE TO LIVE. * 1615

THE SOIL IS THIN AND STONY. * 1616

THE LAND IS CHEAP. 1617

THE CLIMATE IS ARID AND SEMI-ARID. *	1618
THE TOPOGRAPHY IS UNEVEN. *	1619
MOST OF THE SETTLERS CAME THERE WITHIN THE LAST SIXTY YEARS.	1620
IT SOMETIMES TAKES 16 ACRES TO SUPPLY FEED FOR ONE SHEEP. *	1621
IT IS AT THE END OF THE FAR SOUTH LAND.	1622
THE LAND IS SUITABLE FOR FARMING.	1623

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE INFLUENCE CLIMATE HAS ON ENVIRONMENT BY SELECTING THE CAUSES WHICH APPLY TO A GIVEN SITUATION. %6	0024
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READ THE FOLLOWING PARAGRAPHS.

SHEEP RANCHERS IN PATAGONIA HAVE LEARNED THAT THE FARTHER SOUTH THEY GO, THE BETTER THE PASTURE IS AND THE GREATER THE NUMBER OF SHEEP WHICH CAN BE FED. THE SUMMER IS NEVER HOT. THE DAYS DO BECOME WARM BUT NIGHTS AND EARLY MORNINGS ARE ALWAYS COOL. ON A RANCH IN NORTHERN PATAGONIA ABOUT 16 ACRES ARE REQUIRED TO FEED ONE SHEEP. A RANCH NEAR THE STRAIT OF MAGELLAN REQUIRES ONLY 5 OR 6 ACRES.

PUT A *T* IN FRONT OF STATEMENTS WHICH EXPLAIN WHY THE ABOVE PARAGRAPH IS TRUE AND A *O* IN FRONT OF THE STATEMENTS WHICH DO NOT EXPLAIN WHY THIS PARAGRAPH IS TRUE.

THE CLIMATE OF THE STRAITS OF MAGELLAN IS COOLER. *T	1624
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THE SHEEP FOUND IN THE STRAITS OF MAGELLAN DON,T EAT AS MUCH BECAUSE THEY HAVE SMALLER STOMACHS. *O

THE CLIMATE OF THE STRAITS OF MAGELLAN IS WARMER. *O	1626
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IT RAINS MOPE IN THE STRAITS OF MAGELLAN SO THERE IS MORE PASTURE GROWN PER ACRE. *T

THE PATAGONIAN CLIMATE MAKES THE SHEEP EAT MORE. *O	1628
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THE STRAITS OF MAGELLAN IS FARTHER AWAY FROM THE EQUATOR WHICH MEANS THE CLIMATE WILL BE MORE SUITED FOR PASTURE TO GROW. *O	1629
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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %1	0305
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DIRECTIONS - BEFORE THE EUROPEANS ARRIVED NONE OF THE INDIANS HAD LEARNED TO USE WHEELS. MOST OF THEIR HEAVY BURDENS WERE DRAGGED ALONG THE GROUND OR CARRIED ON THEIR BACKS OR IN THEIR CANOES. SOME SOUTH AMERICAN TRIBES USED ALPACAS OR LLAMAS AS BEASTS OF BURDEN. EUROPEANS, ON THE OTHER HAND, HAD KNOWN ABOUT WHEELS FOR THOUSANDS OF YEARS. THEY WERE ABLE TO MOVE HEAVY LOADS IN CARTS,	0220
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GRIND GRAIN IN GRIST MILLS, AND DO MANY OTHER JOBS WHICH WERE IMPOSSIBLE FOR THE INDIANS TO DO.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.

- A. IN SOUTH AMERICA ANIMALS WERE USED TO CARRY BURDENS. 2637
- *B. THE EUROPEANS BROUGHT THE WHEEL WITH ITS MANY USES TO THE NEW WORLD. 2637
- C. IT WAS POSSIBLE TO GRIND GRAIN INTO FLOUR BY USING A FORM OF WHEEL-THE GRIST MILL. 2637

ASSUMING THAT A BIG RAILROAD STRIKE HAS OCCURRED IN ARGENTINA, THE STUDENT CAN PREDICT THE CHANGES THAT WOULD OCCUR AND THE EFFECT ON THE ECONOMY BY SELECTING POSSIBLE, IMPOSSIBLE AND UNCERTAIN EFFECTS. %12 0026

BACKGROUND INFORMATION -- A RAILROAD STRIKE HAS BEEN GOING ON FOR THIRTEEN MONTHS. CONSEQUENTLY, THE PAMPA REGION HAS NOT BEEN ABLE TO TRANSPORT ITS PRODUCE. THE EFFECTS RESULTING ON THE ECONOMY ARE UNBELIEVABLE AND ARE NOT ONLY AFFECTING SOUTH AMERICA BUT OTHER COUNTRIES AS WELL.

CIRCLE *P* IF THE FOLLOWING EFFECTS ARE POSSIBLE. IF THE GIVEN EFFECTS ARE IMPOSSIBLE CIRCLE THE *I*. IF THE EFFECTS ARE UNCERTAIN, CIRCLE THE *U*.

- P* I U THE BUSY SEAPORT OF BUENOS AIRES IS EXPORTING VERY FEW PRODUCTS. 1637
- P* I U PEOPLE IN THE BRITISH ISLES ARE HAVING A SERIOUS FOOD SHORTAGE. 1638
- P I* U THE UNITED STATES WILL HAVE VERY LITTLE BEEF. 1639
- P I* U THE PEOPLE IN PATAGONIA WILL HAVE *NO* MEAT. 1640
- P I U* EUROPE WILL HAVE A GREAT SHORTAGE ON CORN. 1641
- P I U* SINCE ALL PRODUCE IS TRANSPORTED BY REFRIGERATED TRAIN-CARS FROM THE PAMPA, ALL PEOPLE IN SOUTH AMERICA WILL BE STARVING EXCEPT THOSE IN THE PAMPA REGION. 1642
- P* I U THE ECONOMY OF THE ENTIRE REGION IS SUFFERING BECAUSE THEIR MONEY CROP IS *NOT* MOVING. 1643
- P I U A GREAT DEAL OF *FOODSTUFFS* ARE SPOILING BECAUSE OF THE STORAGE PROBLEM. 1644
- P* I U MANY PEOPLE ARE *OUT OF JOBS*. 1645
- P I U* THE UNITED STATES PACKING PLANTS WILL NOT BE AFFECTED. 1646
- P* I U TRADE BETWEEN ARGENTINA AND ENGLAND WOULD DECREASE. 1647
- P I U* THE STRIKE WOULD NOT AFFECT THE PEOPLE LIVING IN PATAGONIA. 1648

B. BRAZIL

2. BRAZIL

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE INFORMATION THAT IS RELEVANT OR NON-RELEVANT BY CLASSIFYING INFORMATION THAT IS RELEVANT TO A GIVEN HYPOTHESIS. %50

0385

DIRECTIONS - YOU HAVE BEEN ASKED TO GIVE A REPORT ON *HISTORICAL EVENTS IN BRAZIL*. READ EACH OF THE FOLLOWING PARAGRAPHS. TELL IF IT WOULD BE HELPFUL OR *NOT* HELPFUL TO YOU IN PREPARING THE REPORT.

MOST OF BRAZIL'S IMPORTANT CITIES LIE ON THE ATLANTIC COAST OR WITHIN 300 MILES OF THE OCEAN. THESE INCLUDE RIO DE JANEIRO, THE LARGEST AND ONE OF THE MOST BEAUTIFUL IN THE WORLD AND SAO PAULO, THE LEADING INDUSTRIAL CENTER. THE COUNTRY'S NEW CAPITAL IS BRASILIA.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

THE FOREST OF BRAZIL SPREAD OVER ABOUT 1,350,000 SQUARE MILES. PINE TREES COVER AN AREA OF 22,000,000 ACRES IN THE SOUTH. THE RUBBER TREE IS NATIVE TO THE AMAZON VALLEY.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

SUGAR CANE WAS THE STAPLE CROP OF BRAZIL'S COLONIAL PERIOD. THOUSANDS OF NEGROES WERE BROUGHT FROM AFRICA AS SLAVES, AND A PROSPEROUS PLANTATION SOCIETY DEVELOPED. THE DUTCH INVADED BRAZIL IN 1630. UNTIL THEY WERE DRIVEN OUT IN 1654, THEY CONTROLLED PART OF BRAZIL.

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*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

BRAZIL'S FOREST INDUSTRIES YIELD AN IMPORTANT PART OF THE NATIONAL INCOME. VARIOUS HARDWOODS GROW IN THE AMAZON VALLEY. THE LUMBER FROM THE PINWOODS OF THE SOUTHERN STATES IS GOOD.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

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WHEN FRANCE INVADED PORTUGAL IN 1807, THE PORTUGUESE ROYAL FAMILY FLED TO BRAZIL. RIO DE JANEIRO BECAME THE SEAT OF THE PORTUGUESE GOVERNMENT. IN 1821 KING JOHN VI RETURNED TO PORTUGAL LEAVING HIS SON PEDRO TO RULE IN BRAZIL.

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*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

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THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN

0345

RELEVANT AND IRRELEVANT FACTS BY IDENTIFYING THE RELEVANT AND IRRELEVANT STATEMENTS. %167

DIRECTIONS - ELLEN WAS WRITING A REPORT ON THOSE CUSTOMS OF TODAY'S PRIMITIVE SOUTH AMERICAN INDIANS WHICH SEEM STRANGE IN COMPARISON WITH THE CUSTOMS OF THE MIDDLE-CLASS UNITED STATES CITIZENS. BELOW ARE STATEMENTS ABOUT THE SOUTH AMERICAN INDIANS. ENCIRCLE *A* FOR THOSE THAT ARE RELEVANT TO ELLEN'S REPORT OR *B* FOR THOSE THAT ARE IRRELEVANT.

0059

EACH YEAR MORE TRADERS AND ADVENTURERS BRING CIVILIZATION CLOSER TO THE INDIANS. *B

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2333

THE ATSHURAS DAY BEGINS WITH WASHING OUT THEIR STOMACHS BY TICKLING THE UVULA WITH A FEATHER. *A

2334
2334

GIRLS ARE PICKED FOR MARRIAGE WHEN THEY ARE STILL CHILDREN. *A

2335

THE CADUVEDO TRIBE LIVE IN BUILDINGS WHICH WILL SHELTER UP TO SIX FAMILIES. *B

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2336

THE CHAVANTE KILL CRIPPLED OR SICKLY CHILDREN BECAUSE THE CHILDREN HAVE BEEN BEGOTTEN BY A DEMON. *A

2337
2337

SINCE THE TIME OF THE FIRST CONQUISTADORES, THE INDIAN HAS BEEN EXPLOITED. *B

2338
2338

THE INDIAN CAME TO AMERICA A FREE MAN. *B

2339

IN THE AUCA TRIBE, A CHILD THAT IS DEFORMED OR GIVES ITS MOTHER TROUBLE WILL BE BURIED ALIVE. *A

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2340

THE CARAJA PERMIT DIVORCE IF THE COUPLE ARE INCOMPATIBLE OR IF THEY BECOME BORED WITH EACH OTHER. *B

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2341

THE FEW CHAVANTE INDIANS WHO LIVE TO BECOME OLD ARE KILLED WHEN THEY ARE NO LONGER OF ANY USE TO THE TRIBE. *A

2342
2342

THE JIVARO TRIBE IS THE BEST KNOWN OF THE TROPICAL FOREST TRIBES. *B

2343
2343

JIVAROS SHRINK HEADS TO KILL THE EVIL SPIRITS. *A

2344

THE WITOTOANS BELIEVE IN A FATHER ABOVE WHO IS THE SUPREME RULER. *B

2345
2345

THE NAMBIKWARAS ARE A VERY FLEXIBLE TRIBE. *B

2346

TODAY'S PRIMITIVE SOUTH AMERICAN INDIAN IS A DESCENDANT OF MONGOLIAN WANDERERS WHO CAME TO AMERICA AFTER THE ICE AGE. *B

2347
2347

THE TUKUMA BELIEVE THAT WITHOUT PLUCKING HAIR FROM THE HEAD OF THE YOUNG WOMEN, THE WOMEN COULD NOT BEAR CHILDREN. *A

2348
2348

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE REASON FOR THE LOCATION OF BRASILIA AS THE NEW CAPITAL OF BRAZIL BY CHOOSING THE CORRECT REASON FROM A LIST OF CHOICES. %17

0003

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

BRASILIA HAS BEEN MADE THE CENTER OF A TRANSPORTATION NETWORK BECAUSE

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- A. THE PRESIDENT OF BRAZIL OWNS A RAILROAD.
- B. ITS HARBORS ARE DEEP ENOUGH FOR OCEAN GOING VESSELS.
- *C. THE GOVERNMENT HOPES TO DEVELOP THE FRONTIER.
- D. THERE IS A LARGE AIRCRAFT FACTORY NEARBY.

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3. CANADA

THE STUDENT CAN RECOGNIZE WHY THE PANAMA CANAL IS IMPORTANT TO CANADA BY SELECTING THE MAIN REASON FOR THE CANAL'S IMPORTANCE TO CANADA FROM A GIVEN LIST. %10

0082

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE UNITED STATES BUILT THE PANAMA CANAL TO SHORTEN THE DISTANCE BY SHIP FROM ITS EAST COAST TO THE WEST COAST. *CANADA* USES THE PANAMA CANAL BECAUSE THE

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A. CANAL IS PARTLY OWNED BY CANADA.

2300100

B. UNITED STATES ALLOWS CANADIAN BOATS FREE PASSAGE.

2300100

*C. CANAL SHORTENS THE DISTANCE FROM ITS EAST COAST TO ITS WEST COAST.

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D. CANAL SHORTENS THE DISTANCE FROM MONTREAL TO RIO DE JANEIRO.

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4. CHINA □ SEE ALSO HISTORY □ ANCIENT CHINA

THE STUDENT WILL DISPLAY HIS KNOWLEDGE OF THE GENERAL CHARACTERISTICS OF THE TOPOGRAPHY OF CHINA BY SELECTING SPECIFIC TYPES OF TOPOGRAPHY FROM A GIVEN LIST. %30

0191

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE TOPOGRAPHY OF SOUTHEAST CHINA IS PRIMARILY

2300643

*A. HILLY AND MOUNTAINOUS.

2300643

B. A LEVEL PLAIN WITH ROLLING HILLS.

2300643

C. MOUNTAINOUS WITH PLATEAUS AND BASINS.

2300643

D. A DESERT HIGHLAND.

2300643

THE TOPOGRAPHY OF NORTHEAST CHINA IS PRIMARILY

2300644

A. HILLY AND MOUNTAINOUS.

2300644

*B. A LEVEL PLAIN WITH ROLLING HILLS.

2300644

C. MOUNTAINOUS WITH PLATEAUS AND BASINS.

2300644

D. A DESERT HIGHLAND.

2300644

THE TOPOGRAPHY OF THE FAR WESTERN PART OF CHINA IS PRIMARILY

2300645

- | | |
|---|---------|
| A. ROLLING HILLS. | 2300645 |
| *B. MOUNTAINOUS WITH PLATEAUS AND BASINS. | 2300645 |
| C. A PLAIN WITH ROLLING HILLS. | 2300645 |
| D. A COASTAL PLAIN. | 2300645 |

5. INDIA

BY SELECTING THE APPROPRIATE FEATURES FROM A LIST, THE STUDENT
WILL DEMONSTRATE HIS KNOWLEDGE OF CHIEF LAND FEATURES AND CLIMATE
OF INDIA. %6□ 0373

DIRECTIONS - PLACE AN *A* IN THE BLANK BEFORE THE ITEM THAT
CORRECTLY DESCRIBES THE LAND OR CLIMATE OF INDIA. PLACE A *B*
BEFORE THE ITEM THAT DOES NOT. 0075

THE SIZE OF THE COUNTRY IS THE SAME AS THE UNITED STATES. *B 2678

THE LAND IS TRIANGLE-SHAPED. *A 2679

THE COUNTRY IS SEPARATED FROM THE REST OF THE CONTINENT OF ASIA BY
MOUNTAINS. *A 2680

A MOUNTAIN SYSTEM IN NORTHERN INDIA IS CALLED THE ALPS. *B 2681

THE *LARGEST* CONTINUOUS AREA OF FARMLAND IN THE WORLD IS FOUND
IN THE COUNTRY. *A 2682

THE YEAR AROUND CLIMATE OF THE COUNTRY REMAINS HOT AND DRY. *B 2683

BY SELECTING THE APPROPRIATE FEATURES FROM A LIST, THE STUDENT
WILL DEMONSTRATE HIS KNOWLEDGE OF CHIEF LAND FEATURES AND CLIMATE
OF INDIA. %5□ 0373

DIRECTIONS - PLACE THE LETTER OF THE ITEM IN THE BLANK IN FRONT
OF THE STATEMENT IT CORRECTLY ANSWERS. 0076

- A. SUMMER MONSOON
- B. NORTH PLAIN
- C. HOT WEATHER SEASON
- D. MOTHER GANGES
- E. INDIA'S PLATEAU
- F. AVERAGE ANNUAL RAINFALL
- G. HOME OF SNOW

NAME INDIANS GIVE TO AN IMPORTANT RIVER *D 2684

BRINGS RAIN TO INDIA BY THE END OF JUNE *A 2685

A TERM THAT DESCRIBES THE AMOUNT OF RAIN THAT FALLS IN ONE
YEAR *F 2686

THE AREA OF INDIA KNOWN AS THE BREAD-BASKET *B 2687

BY IDENTIFYING THE IMPORTANT HISTORICAL EVENTS AND CHARACTERS IN INDIAN HISTORY, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INDIAN HISTORY. %4n 0374

DIRECTIONS - CIRCLE THE LETTER OF THE STATEMENT WHICH CORRECTLY ANSWERS THE QUESTIONS.

WHAT NAME IDENTIFIES THE LIGHT-SKINNED PEOPLE THAT POURED INTO INDIA BEFORE 1500 BC? 2689
 A. HINDUS 2689
 *B. ARYANS 2689
 C. MOSLEMS 2689
 D. BUDDISTS 2689

WHAT WAS THE NAME OF THE PRINCE THE HINDUS BELIEVED WAS GOD IN A HUMAN FORM? 2690
 A. BUDDHA 2690
 B. SITA 2690
 *C. RAMA 2690
 D. GANDHI 2690

WHAT WAS THE NAME OF THE ANCIENT EMPEROR WHOSE FORTY YEAR REIGN WAS ONE OF PEACE? 2691
 *A. ASOKA 2691
 B. SHAK JOHAN 2691
 C. BAREV 2691
 D. AKBAR 2691

WHAT IS THE NAME OF THE COUNTRY THAT WAS RULING INDIA WHEN IT GAINED ITS INDEPENDENCE IN 1947? 2692
 A. PORTUGAL 2692
 B. SPAIN 2692
 *C. ENGLAND 2692

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HISTORICAL EVENTS IN INDIAN HISTORY BY ARRANGING THEM IN THE ORDER IN WHICH THEY OCCURRED. %4n

DIRECTIONS - NUMBER THE ITEMS 1,2,3, OR 4 BY THE ORDER IN WHICH THEY HAPPENED IN INDIAN HISTORY. NUMBER 1 SHOULD BE USED FOR THE EARLIEST EVENT. NUMBER 4 SHOULD BE USED FOR THE LATEST EVENT. 0077

THE BUILDING OF THE TAJ MAHAL BY A MOSLEM EMPEROR *2 2693

THE COMING OF THE ARYANS TO INDIA *1 2694

THE NON-VIOLENT STRUGGLE FOR INDEPENDENCE LED BY MAHATMA GANDHI *4 2695
 2695

THE LANDING OF VASCO DA GAMA IN INDIA *3 2696

THE STUDENT WILL EVALUATE THE IMPORTANCE OF HISTORICAL EVENTS BY
DECIDING WHICH EVENT IN A LIST HAD GREAT OR LITTLE EFFECT ON THE
SHAPING THE HISTORY OF INDIA. %12# 0375

DIRECTIONS - BEFORE EACH STATEMENT PLACE THE LETTER *A* BEFORE
THE STATEMENTS THAT HAD GREAT EFFECT ON HISTORY OF INDIA. PLACE
THE LETTER *B* BEFORE THE STATEMENTS THAT HAD LITTLE EFFECT ON THE
HISTORY OF INDIA. 0077

THE ARYANS CAME TO INDIA THROUGH MOUNTAIN PASSES *B 2697

THE WRITING OF THE EPIC POEM CALLED RAMAYANA *A 2698

THE RULE OF THE EMPEROR ASOKA *A 2699

THE LOCATION OF THE TAJ MAHAL IN THE CITY OF AGRA *B 2700

THE ESTABLISHMENT OF PORTUGUESE TRADING POSTS IN INDIA. *B 2701

THE BIRTH OF GAUTAMA IN 563 B. C. *A 2702

THE USE OF WHITE MARBLE TO BUILD THE TAJ MAHAL *B 2703

THE GRANTING OF INDEPENDENCE OF INDIA AND PAKISTAN IN 1947 *A 2704

GANDHI URGING THE INDIAN PEOPLE *NOT* TO BUY BRITISH GOODS *A 2705

THE NAMING OF THE CAPITAL CITY OF INDIA NEW DELHI *B 2706

SOME ARYANS DID *NOT* SETTLE IN VILLAGES *B 2707

THE RECITING OF THE EPIC POEM RAMAYANA *A 2708

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE CENTRAL
IDEA OF PRINTED MATERIAL ON INDIA BY LOCATING THE CENTRAL IDEA OF
A GIVEN PARAGRAPH ON INDIA. %1# 0380

DIRECTIONS - SELECT THE SENTENCE BELOW THAT CONTAINS THE MAIN
IDEA OF THE ABOVE PARAGRAPH. 0080

WHEN INDIA BECAME INDEPENDENT IN 1947, ITS LEADERS FACED A
NUMBER OF SERIOUS PROBLEMS. MOST OF THE COUNTRY'S PEOPLE WERE VERY
POOR. THERE WERE FEW MODERN FACTORIES TO PROVIDE JOBS AND GOODS
FOR THE PEOPLE. FARMERS USED SIMPLE TOOLS AND PRIMITIVE FARMING
METHODS. MILLIONS OF PEOPLE WERE IN DANGER OF STARVING. MILLIONS
DIED FROM DISEASE EACH YEAR. MORE THAN 4/5 OF THE COUNTRY'S
PEOPLE COULD NOT READ AND WRITE. 2731

A. IN 1947, 4/5 OF THE PEOPLE OF INDIA COULD NOT READ OR WRITE. 2731

*B. IN 1947, INDIA HAD MANY SERIOUS PROBLEMS. 2731

C. INDIAN FARMERS NEED TO BE TAUGHT MODERN METHODS OF FARMING. 2731

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN PRIMARY AND
SECONDARY SOURCES ON MODERN INDIA BY CLASSIFYING EXAMPLES. %8# 0381

DIRECTIONS - CLASSIFY THE FOLLOWING SOURCES ON MODERN INDIA BY

CIRCLING THE *P* IF IT IS A PRIMARY SOURCE AND CIRCLING THE *A* IF IT IS A SECONDARY SOURCE.

THE PERSONAL DIARY OF MAHATMA GANDHI *P	2732
A TEXTBOOK PUBLISHED ON THE HISTORY OF INDIA IN 1965 *S	2733
THE CONSTITUTION OF INDIA ADOPTED IN 1950 *P	2734
A NEWSPAPER ACCOUNT OF THE ASSASSINATION OF GANDHI *S	2735
A TAPED INTERVIEW WITH PRIME MINISTER NEHRU *P	2736
A NEWSPAPER ACCOUNT OF LAWS PASSED BY THE INDIAN PARLIAMENT *S	2737
INFORMATION RECEIVED BY TAKING A TRIP TO NEW DELHI *P	2738
A TELEVISION NEWS REPORT ON EVENTS IN PAKISTAN *S	2739

THE STUDENT WILL BE ABLE TO ANALYZE THE SITUATION OF A GIVEN GROUP OF PEOPLE BY DETERMINING PROBLEMS AND SOLUTIONS OF THE GIVEN GROUP AND SELECTING POSSIBLE SOLUTIONS FROM GIVEN CHOICES. %40 0338

YOU ARE GIVEN THE OPPORTUNITY TO DEVELOP AN AGRICULTURAL PROGRAM IN A SECTION OF POVERTY STRICKEN INDIA. YOU ARE GIVEN A SMALL FARM OF 100 ACRES AND ARE REQUIRED TO PRODUCE ENOUGH FOOD TO FEED 10,000 PEOPLE. THE LAND IS DRY AND YOU HAVE BUT ONE OX AND A PLOW. THE PEOPLE HAVE HAD NO FORMAL SCHOOLING AND CANNOT READ. MOST OF YOUR PEOPLE ARE OF THE LOWER CASTE, OFTEN CALLED OUTCASTS. 0056

DIRECTIONS - CIRCLE THE BEST ANSWER.

WHICH OF THE FOLLOWING THINGS WOULD YOU DO FIRST? 2297
 A. TEACH THEM HOW TO READ. 2297
 B. TAKE CARE OF THEIR SOCIAL PROBLEM OF BEING AN OUTCAST. 2297
 C. IMPORT SOME HEAVY MACHINERY. 2297
 *D. SET UP AN IRRIGATION PROGRAM. 2297

INDICATE WHICH OF THE FOLLOWING CAUSES *DID NOT* AFFECT THEIR CONDITION OF HUNGER. 2298
 *A. TECHNOLOGICAL DISPLACEMENT 2298
 B. OVER POPULATION 2298
 C. PREJUDICE 2298
 D. LACK OF NATURAL RESOURCES 2298
 F. LACK OF EDUCATION 2298

WHICH OF THE FOLLOWING STATEMENTS IS *MOST DIFFICULT* TO PROVE TRUE OR FALSE WITH REFERENCE TO THE ABOVE PARAGRAPH? 2299
 A. MANY ARE SUFFERING FROM OLD AGE. 2299
 *B. THEIR PROBLEM OF HUNGER WILL NEVER BE SOLVED. 2299
 C. THE AREA IN WHICH THEY LIVE IS OVER POPULATED. 2299
 D. THEY LACK NATURAL RESOURCES. 2299

LEARNING HOW TO READ WILL HELP THEM *MOST* BY 2300
 A. HELPING THEM TO OPERATE MACHINERY. 2300
 B. HELPING THEM TO PLANT CROPS. 2300

*C. HELPING THEM TO SOLVE THEIR OWN PROBLEMS.
D. HELPING THEM TO SELL CROPS.

2300
2300

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RELIGIONS OF INDIA BY IDENTIFYING TERMS THAT REFER TO THE RELIGIONS OF INDIA. %5□ 0376

DIRECTIONS - LISTED BELOW ARE CHARACTERISTICS OF THE THREE MAJOR RELIGIONS OF INDIA. IF THE EXAMPLE IS CHARACTERISTIC OF THE HINDU RELIGION, MARK H, IF IT IS MOSLEM MARK M, IS IT IS BUDDIST MARK B. 0078

THE HOLY BOOK OF THE RELIGION IS CALLED THE KORAN *M 2710

LOVE FOR A NEIGHBOR IS ONE OF ITS TEACHINGS. *B 2711

THE CASTE SYSTEM IS PART OF ITS BELIEFS. *H 2712

PICTURES OF HUMAN FIGURES ARE FORBIDDEN IN HOLY BUILDINGS. *M 2713

ONE OF THE BELIEFS OF THE RELIGION IS REINCARNATION. *H 2714

THE STUDENT WILL ASSESS THE ADEQUANCY OF THE DATA USED TO SUPPORT CONCLUSIONS ABOUT RELIGIONS OF INDIA BY MARKING THE DATA AS ADEQUATE OR INADEQUATE. %5□ 0378

DIRECTIONS - EXAMINE THE LIST OF FACTS GIVEN. READ THE CONCLUSIONS DRAWN FROM THESE FACTS. IN THE BLANK BEFORE THE CONCLUSIONS, MARK *A* IF THE FACTS WERE ADEQUATE FOR THIS CONCLUSION. MARK *I* IF THE FACTS WERE INADEQUATE. 0079

FACTS

1. EIGHT MILLION INDIANS ARE CHRISTIANS.
2. THERE ARE MORE HINDUS IN INDIA THAN MEMBERS OF OTHER RELIGIONS.
3. THERE ARE MORE BUDDISTS IN INDIA THAN CHRISTIANS.

IN RANKING THE RELIGIONS OF INDIA BY THE NUMBER OF MEMBERS THE HINDUS ARE FIRST, THE BUDDISTS ARE SECOND, THE CHRISTIANS ARE THIRD. *A 2723
2723
2723

NOT ENOUGH CHRISTIAN MISSIONARIES HAVE BEEN SENT TO INDIA. *I 2724

THERE ARE MORE THAN EIGHT MILLIONS BUDDISTS IN INDIA. *A 2725

THERE ARE MORE HINDUS IN INDIA THAN MOSLEMS. *A 2726

BUDDISM IS THE BEST KNOWN RELIGION OF INDIA. *I 2727

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN 0379

RELEVANT AND NON-RELEVANT FACTS BY IDENTIFYING THE RELEVANCY OF PARAGRAPHS THAT GIVE INFORMATION ABOUT RELIGIONS OF INDIA. %3

DIRECTIONS - READ EACH OF THE FOLLOWING PARAGRAPHS AND INDICATE WHICH OF THEM WOULD HELP YOU TO FIND OUT ABOUT THE RELIGIONS OF INDIA. CIRCLE SENTENCE *A* OR *B* FOLLOWING THE PARAGRAPH.

HINDUS BELIEVE THE SOULS OF EVIL PEOPLE WILL SUFFER IN THE BODIES THEY ENTER IN THE NEXT LIFE. THE SOUL MAY ENTER THE BODY OF AN ANIMAL. A VERY BAD PERSON MAY BECOME A JACKAL.

*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

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2728

ON LAND OR WATER, PUPILS STUDY THE SAME SUBJECTS ALL OVER INDIA. THEY LEARN TO READ AND WRITE. THEY LEARN THE GEOGRAPHY AND HISTORY OF THEIR COUNTRY. WHEN THEY TACKLE ARITHMETIC, THEIR TEACHER TELLS THEM THE SYSTEM OF COUNTING NOW USED THROUGHOUT THE WORLD WAS FIRST INVENTED IN INDIA.

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2729
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2729

MOSLEMS BELIEVE THAT DOING WITHOUT FOOD AND DRINK GIVES THEM A PERSON'S RELIGION IN INDIA CAN BE TOLD BY HIS FEATURES. *B STRENGTH AND COURAGE. DURING ONE MONTH THEY EAT AND DRINK ONLY AFTER SUNDOWN AND JUST BEFORE THE SUN COMES UP. MOSLEMS ALSO CELEBRATE HOLIDAYS HONORING HAPPENINGS IN THE OLD TESTAMENT.

*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

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2741
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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PEOPLE, THE CLOTHING, AND THE FOOD OF INDIA BY DISTINGUISHING BETWEEN TRUE AND FALSE STATEMENTS. %8

0382

DIRECTIONS - CIRCLE THE *A* IF THE STATEMENT IS TRUE, CIRCLE THE *B* IF THE STATEMENT IS FALSE.

THE POPULATION OF INDIA IS MORE THAN TWICE THE POPULATION OF THE UNITED STATES. *A

2740
2740

THE CASTE SYSTEM IS DIFFICULT TO ABOLISH BECAUSE IT IS A RELIGIOUS BELIEF. *A

2742
2742

THE WHITE CLOTH WOUND AROUND THE WAIST OF MEN IS CALLED A DHOTI. *A

2743
2743

IN A HINDU HOME, BEEF IS LIKELY TO BE SERVED. *B

2744

WHILE DINING, INDIAN'S FAMILIES SELDOM USE TABLES AND CHAIRS. *A

2745

CHAPATTIES REFER TO A TYPE OF CLOTHING WORN BY INDIAN MEN. *B

2746

MOST WOMEN IN INDIA WEAR SARIS. *A

2747

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY

0307

DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %4

DIRECTIONS - AFTER READING THE PARAGRAPH, READ EACH STATEMENT CAREFULLY. THEN DECIDE WHETHER IT IS *PROBABLY TRUE,* *PROBABLY* *FALSE,* OR THAT IT IS *IMPOSSIBLE TO SAY* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

0227

RAM IS A TOOTHLESS LITTLE MAN WHO LIVES IN A SMALL VILLAGE IN INDIA. HE IS A POOR TENANT FARMER. HE CANNOT READ OR WRITE, BUT HE IS IN NO RESPECT DIFFERENT FROM MILLIONS OF OTHERS. AT 39, HE LOOKS AND FEELS LIKE AN OLD MAN. HE AND HIS WIFE HAD SEVEN CHILDREN, BUT ONLY THREE, TWO SONS AND A DAUGHTER, ARE STILL ALIVE. BOTH OF HIS SONS ARE MARRIED AND LIVE WITH HIM. HE IS WORRIED BECAUSE HIS DAUGHTER IS NOT YET MARRIED.

RAM IS A HINDU.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN,T SAY

2644
2644
2644
2644

RAM RAISES ENOUGH CROPS TO SELL FOR A PROFIT.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN,T SAY

2645
2645
2645
2645

RAM GREW TIRED TRYING TO MAKE A LIVING.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN,T SAY

2646
2646
2646
2646

RAM HAS TO SUPPORT HIS DAUGHTER UNTIL SHE IS MARRIED.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN,T SAY

2647
2647
2647
2647

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE VALIDITY OF STATEMENTS MADE ABOUT FARMING IN INDIA BY READING A PARAGRAPH AND JUDGING THE VALIDITY OF INFERENCES MADE. %6

0383

DIRECTIONS - READ THE PARAGRAPH. READ EACH OF THE STATEMENTS FOLLOWING THE PARAGRAPH. DECIDE IF THE STATEMENTS ARE TRUE, PROBABLY TRUE, FALSE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO DECIDE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

0081

MANY PEOPLE IN INDIA DO NOT HAVE ENOUGH TO EAT. INDIA IS A LEADING PRODUCER OF MANY FARM PRODUCTS, BUT IT ALSO HAS MANY PEOPLE TO FEED. MORE THAN 500 MILLION PEOPLE LIVE IN INDIA. MANY OF THEM DO NOT HAVE NEARLY AS MUCH FOOD AS THEY NEED. THERE ARE SEVERAL REASONS WHY MANY OF INDIA,S PEOPLE DO NOT GET ENOUGH FOOD. MILLIONS OF FARMERS HAVE SO LITTLE LAND THAT THEY CANNOT RAISE THE FOOD THAT THEY AND THEIR FAMILIES NEED. THE SIZE OF THE AVERAGE FARM IS LESS THAN FIVE ACRES. INDIAN FARMERS DO NOT USE THEIR LAND AS WELL AS THEY COULD. THEY GROW ONLY A FOURTH AS MUCH RICE ON EACH ACRE OF GROUND AS JAPANESE FARMERS AND ONLY HALF AS MUCH WHEAT AS THE FARMERS OF THE UNITED STATES. THEY LACK FERTILIZER, GOOD TOOLS, AND GOOD SEED.

MANY PEOPLE IN INDIA HAVE DISEASES CAUSED BY NOT EATING ENOUGH FOOD.	2748
A. TRUE	2748
*B. PROBABLY TRUE	2748
C. FALSE	2748
D. PROBABLY FALSE	48
E. CAN'T SAY	2748
THE SIZE OF THE AVERAGE FARM IN INDIA IS LESS THAN FIVE ACRES.	2749
*A. TRUE	2749
B. PROBABLY TRUE	2749
C. FALSE	2749
D. PROBABLY FALSE	2749
E. CAN'T SAY	2749
THE FARM LANDS IN SOUTHERN INDIA ARE MORE FERTILE THAN THE FARM LANDS IN NORTHERN INDIA.	2750
A. TRUE	2750
B. PROBABLY TRUE	2750
C. FALSE	2750
D. PROBABLY FALSE	2750
*E. CAN'T SAY	2750
JAPANESE FARMERS HAVE BETTER FERTILIZERS, TOOLS, AND SEEDS THAN INDIAN FARMERS.	2751
A. TRUE	2751
*B. PROBABLY TRUE	2751
C. FALSE	2751
D. PROBABLY FALSE	2751
E. CAN'T SAY	2751
INDIA RANKS LOW AS A PRODUCER OF FOOD.	2752
A. TRUE	2752
B. PROBABLY TRUE	2752
*C. FALSE	2752
D. PROBABLY FALSE	2752
E. CAN'T SAY	2752
THE INDIAN GOVERNMENT IS HELPING THE INDIAN FARMER.	2753
A. TRUE	2753
B. PROBABLY TRUE	2753
C. FALSE	2753
D. PROBABLY FALSE	2753
*E. CAN'T SAY	2753

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE DIFFICULTY OF PROVING STATEMENTS ABOUT MODERN INDIA BY SELECTING ITEMS THAT WOULD BE MOST DIFFICULT TO PROVE. %40 0384

DIRECTIONS - IN EACH OF THE FOLLOWING QUESTIONS THERE IS ONE OF THE THREE STATEMENTS WHICH WOULD BE HARDER TO PROVE THAN THE OTHER TWO. CIRCLE THE LETTER OF THE STATEMENT THAT WOULD BE *MOST* DIFFICULT TO PROVE.

WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE

A. INDIA'S HUGE POPULATION CONTINUES TO GROW RAPIDLY.	2754
*B. NEW FARM PROGRAMS WILL SOLVE INDIA'S FOOD PROBLEM.	2754
	2754

C. MANY NATIONS HAVE SENT MONEY TO INDIA.	2754
WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE	2755
*A. THE BUILDING OF MORE SCHOOLS IN INDIA WILL GREATLY INCREASE THE NUMBER OF SKILLED WORKERS.	2755
B. IN 1951, ONLY 17 PERCENT OF INDIA,S POPULATION COULD READ AND WRITE.	2755
C. NEARLY ALL OF INDIA,S HOSPITALS ARE LOCATED IN CITIES.	2755
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2756
A. INDIA IMPORTS MOST OF THE MANUFACTURED GOODS THAT IT USES.	2756
*B. THE PEOPLE OF INDIA LACK THE ENERGY AND ENTHUSIASM NEEDED TO IMPROVE THEIR WAY OF LIFE.	2756
C. THERE ARE MORE CATTLE IN INDIA THAN ANY OTHER NATION.	2756
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2757
A. ABOUT SEVEN OUT OF TEN PEOPLE IN INDIA ARE FARMERS.	2757
B. THERE ARE FOURTEEN MAJOR LANGUAGES IN INDIA.	2757
*C. MANY PEOPLE WHO SPEAK OTHER LANGUAGES DO NOT WANT TO LEARN HINDI.	2757

6. NORWAY

THE STUDENT WILL SHOW KNOWLEDGE OF THE LAND AND CUSTOMS OF THE NORWEGIANS BY MATCHING RELEVANT WORDS WITH THEIR MEANINGS. %80 0407

DIRECTIONS - MATCH THE TERM WITH ITS MEANING. 94

- A. UPLAND PASTURES
- B. A CROOKED COAST WITH MANY BAYS AND INLETS
- C. HOLIDAY JUST AFTER THE LONGEST DAY OF THE YEAR
- D. A STOREHOUSE WHERE A FARMER KEEPS GRAIN, MEAT, AND CHEESE
- E. A MAN WHO WORKS IN THE FOREST AND PROTECTS THE TREES
- F. A YOUNG TREE
- G. A LONG, NARROW BAY OF THE OCEAN WHICH REACHES INTO THE COAST
- H. FAVORITE CHRISTMAS DISH MADE OF FISH
- I. HOLIDAY CELEBRATING THE ADOPTION OF NORWAY,S CONSTITUTION

FIORDS *G	2967
SAETERS *A	2968
STABOR *D	2969
FORESTER *E	2970
SAPLING *F	2971
INDEPENDENCE DAY *I	2972
ST. HAN,S DAY *C	2973
INDENTED COAST *B	2974

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE WAY CHRISTMAS IS CELEBRATED IN NORWAY BY CHOOSING THE ANSWER THAT BEST COMPLETES THE PHRASE. %408

DIRECTIONS - IN EACH LIST BELOW, TELLING OF THE CUSTOMS OF CHRISTMAS IN NORWAY, FIND THE *BEST* ANSWER.

THE WOMEN BAKE ALL OF THE FOLLOWING FOR CHRISTMAS *EXCEPT*
 A. COOKIES. 2975
 B. LUTFISK. 2975
 C. YULECAKE. 2975
 *D. BREADFRUIT. 2975

FINDING THE ALMOND IN THE RICE PUDDING MEANS YOU WILL
 *A. HAVE GOOD LUCK. 2976
 B. HAVE A VISIT FROM ST. NICKOLAS. 2976
 C. WIN A SPECIAL PRIZE. 2976
 D. PASS THE GIFTS OUT. 2976

A LIGHT WAS LEFT BURNING IN THE WINDOW ALL NIGHT ON CHRISTMAS EVE TO
 *A. SHOW ST. NICKOLAS THAT THE FAMILY IS HOME. 2977
 B. KEEP BURGLARS AWAY FROM THEIR HOUSE. 2977
 C. SHOW TRAVELERS THAT THEY ARE WELCOME. 2977
 D. KEEP BAD SPIRITS AWAY. 2977

FROM THE PHRASES BELOW, CHOOSE ONE THAT IS *NOT* A CHRISTMAS CUSTOM IN NORWAY. 2978
 A. GIFTS ARE GIVEN TO FRIENDS AND RELATIVES. 2978
 *B. EVERYONE PARADES DOWN THE MAIN STREET. 2978
 C. A FAMILY DINNER IS GIVEN WITH DELICIOUS FOOD. 2978
 D. EVERYONE DRESSES UP IN THEIR BEST CLOTHES. 2978

THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH AMONG FACT, INFERENCE, AND VALUE JUDGMENT BY CLASSIFYING EXAMPLES. %100 0411

DIRECTIONS - FROM THE LIST BELOW, DECIDE WHICH RESPONSE MAKES THE BEST IDENTIFICATION OF EACH STATEMENT. PLACE THE LETTER OF YOUR ANSWER ON THE BLANK TO THE LEFT OF EACH ITEM. 0097

- A. FACT
- B. INFERENCE
- C. VALUE JUDGMENT

AN OPINION *C 2997

A REASONED CONCLUSION *B 2998

MANY PEOPLE WORK IN THE FORESTS IN NORWAY. *A 2999

UPLAND PASTURES ARE CALLED SAETERS. *A 3000

THE HOLIDAY THAT IS THE *MOST* FUN IS ST. HAN,S DAY. *C 3001

VISITORS WILL CONTINUE TO VISIT NORWAY BECAUSE OF ITS BEAUTIFUL SCENERY. *B 3002
 3002

A NORWEGIAN GIRL MIGHT BECOME A FAMOUS SKATER. *B	3003
NORWAY IS A BEAUTIFUL COUNTRY. *C	3004
INDEPENDENCE DAY IS THE 17TH OF MAY. *A	3005
BRISTLING ARE THE *BEST* OF ALL THE FISH TO EAT. *C	3006

THE STUDENT WILL BE ABLE TO SHOW HIS KNOWLEDGE OF NORWAY LONG AGO AND TODAY BY CLASSIFYING EXAMPLES OF THEIR WAY OF LIFE. %100	0412
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DIRECTIONS - CLASSIFY EACH PHRASE BELOW AS EITHER HAPPENING YEARS AGO %A OR NOW %B BY PLACING AN *A* OR *B* IN THE BLANK.	0098
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FISHERMEN USE ONLY ROWBOATS OR SAILS. *A	3007
--	------

ONLY GOATS GRAZE ON THE SAETER. *B	3008
------------------------------------	------

FISHERMEN-FARMERS WORK IN THE FACTORIES. *B	3009
---	------

RADIOS TELL NEWS AND WEATHER. *B	3010
----------------------------------	------

SCYTHES ARE USED ON ALL FIELDS. *A	3011
------------------------------------	------

PEOPLE SELL THE MILK. *B	3012
--------------------------	------

GOATS AND COWS GRAZE ON THE SAETER. *A	3013
--	------

TRACTORS ARE USED FOR CUTTING AND RAKING HAY ON FLAT FIELDS. *B	3014
---	------

SOME FISHERMEN HAVE MOTORBOATS. *B	3015
------------------------------------	------

MAKE BUTTER AND CHEESE AT THE SAETER. *A	3016
--	------

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. %100	0414
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DIRECTIONS: - THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CIRCLE THE *A*. IF IT TELLS SOMETHING THAT IS JUST A MATTER HOW PEOPLE THINK ABOUT IT, CIRCLE THE *B* FOR OPINION.

A STABOR IS A STOREHOUSE FOR GRAINS, CHEESE, AND MEAT. *A	3025
---	------

THE FOREST ARE BEAUTIFUL IN NORWAY. *B	3026
--	------

SAPLINGS ARE YOUNG TREES. *A	3027
------------------------------	------

THE COSTUMES, WORN ON MAY 17TH, ARE LOVELY. *B	3028
--	------

ST. HAN'S DAY IS JUST AS MUCH FUN AS INDEPENDENCE DAY. *B	3029
---	------

THE TONGUE OF THE WHALE WEIGHS MORE THAN 3 TONS. *A	3030
---	------

BRISTLING ARE LITTLE FISH WE CALL SARDINES. *A	3031
--	------

HAY MUST BE HUNG ON LINES TO DRY OR IT WILL ROT. *A	3032
MACKEREL IS THE *BEST* FISH TO CATCH. *B	3033
SKIING IS FUN. *B	3034

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE CENTRAL IDEA BY SELECTING A TITLE FOR IT AFTER READING A GIVEN SELECTION. %2	0415
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DIRECTIONS - READ THE PARAGRAPHS BELOW AND THEN DECIDE WHICH PHRASE WOULD BE THE *BEST* TITLE FOR PARAGRAPH. CIRCLE EITHER *A, B, OR C.*	0100
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SOME NORWEGIAN EATING HABITS ARE STRANGE TO AMERICANS. MOST	3035
NORWEGIANS EAT A BREAKFAST OF SANDWICHES AND COFFEE. IN WINTER	3035
THEIR BREAKFAST MAY INCLUDE OATMEAL AND A SPOONFUL OF COD-LIVER	3035
OIL. AROUND NOON THEY EAT SOME MORE SANDWICHES. THEN BETWEEN FOUR	3035
AND FIVE IN THE AFTERNOON THEY EAT THEIR MAIN MEAL. AT THIS MEAL	3035
THEY OFTEN HAVE SOUP, MEAT OR FISH, BOILED POTATOES, AND	3035
VEGETABLES. THIS IS SOMETIMES FOLLOWED BY COFFEE AND COOKIES	3035
BETWEEN SIX AND SEVEN. PERHAPS THEY MAY EAT ANOTHER SMALLER MEAL	3035
OF SANDWICHES LATER IN THE EVENING.	3035
A. THE SANDWICH LOVERS	3035
*B. THE EATING HABITS OF NORWEGIANS	3035
C. NORWEGIANS ARE DIFFERENTO	3035

EVEN IN THE EARLIEST TIMES, MOST OF NORWAY,S PEOPLE LIVED ALONG	3036
THE SEACOAST. THE RUGGED MOUNTAINS AT THEIR BACKS WERE VERY	3036
DIFFICULT TO CROSS, BUT THE OPEN SEA STRETCHED OUT BEFORE THEM.	3036
IT IS NOT SURPRISING THAT THEY USUALLY TRAVELED BY SEA. THE LAND	3036
ROUTES WERE NOT, OVERLOOKED, HOWEVER. AT FIRST FOOTPATHS AND PACK-	3036
HORSE TRAILS LINKED ONE REGION WITH ANOTHER. GRADUALLY WAGON	3036
ROADS WERE BUILT, AND LAND TRAVEL BECAME EASIER. IN THE MIDDLE OF	3036
THE LAST CENTURY, THE CONSTRUCTION OF RAILWAYS BEGAN.	3036
*A. THE DEVELOPMENT OF NORWEGIAN TRANSPORTATION	3036
B. THE WAYS NORWEGIANS TRAVEL NOW	3036
C. THE BEGINNING OF RAILROAD TRAVEL	3036

THE STUDENT WILL BE ABLE TO ANALYZE MATERIAL AND ASSUMPTIONS ON WORLD WAR II IN NORWAY BY DETERMINING WHETHER CONCLUSIONS ARE VALID OR INVALID. %8	0413
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DIRECTIONS - AFTER READING THE ARTICLES BELOW ANALYZE THE FOLLOW- ING STATEMENTS AND DECIDE WHETHER THEY ARE VALID OR INVALID BY CIRCLING *A* OR *B*.	0099
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WHEN WORLD WAR II BROKE OUT IN SEPTEMBER, 1939, NORWAY AT ONCE
DECLARED HER NEUTRALITY. ANXIOUS TO OBTAIN IRON-ORE AT A
NORWEGIAN PORT AND BENT ON CONQUERING NORWAY, GERMANY LAUNCHED A
SURPRISE ATTACK ON APRIL 9, 1940. THE NORWEGIAN FORCES, WITH THE
HELP OF BRITISH, FRENCH AND POLISH UNITS, FOUGHT HEROICALLY FOR
62 DAYS, LONGER THAN ANY COUNTRY OVERRUN BY THE NAZIS EXCEPT THE

U.S.S.R. THEY WERE FORCED TO GIVE UP IN JUNE WHEN THE ALLIES HAD TO TURN THEIR ATTENTION TO INVADING FRANCE.

DURING THE FIVE YEARS OF GERMAN OCCUPATION, THE NORWEGIANS CONTINUED THEIR STRUGGLE FOR FREEDOM. MANY OF THEM SECRETLY FOUGHT THE GERMAN SOLDIERS AT HOME. OTHERS ESCAPED TO FIGHT WITH THE ALLIES. MANY PEOPLE WERE KILLED, MANY NORWEGIAN BOATS SUNK, AND THOUSANDS OF HOMES BURNED BY THE GERMANS.

- A. VALID ASSUMPTION
- B. INVALID ASSUMPTION

THE NAZIS WERE WELL-LIKED IN NORWAY. *B	3017
THE ALLIES TRIED TO SAVE NORWAY FROM BEING OVERRUN BY THE GERMANS. *A	3018
	3018
THERE WAS A NORWEGIAN UNDERGROUND FIGHTING THE NAZIS. *A	3019
NORWAY WAS ALMOST IN RUINS AT THE END OF THE WAR. *A	3020
MANY NORWEGIANS FOUGHT FOR THE GERMANS. *B	3021
THE NORWEGIANS REALLY NEVER SURRENDERED. *A	3022
NORWAY AT FIRST, WAS ANXIOUS TO GET IN THE WAR. *B	3023
NORWAY WAS EXPECTING AND READY FOR THE ATTACK BY THE GERMANS. *B	3024

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PROCESS OF CATCHING A WHALE BY ARRANGING IN CORRECT ORDER EACH STEP TO THIS PROCESS.%8□ 0409

DIRECTIONS -ARRANGE THE FOLLOWING STEPS OF WHALE CATCHING IN THE ORDER IN WHICH THEY ARE DONE BY PLACING THE NUMBER 1 IN THE BLANK BY THE FIRST STEP, ETC. 0095

TAGGING WITH THE EXPEDITION FLAG *4 2979

CHASING IN A CATCHING BOAT *2 2980

CUTTING OFF BLUBBER *7 2981

TOWING TO FACTORY SHIP *5 2982

SIGHTING FROM A HELICOPTER OR BOAT *1 2983

FILLING OIL TANKS OF TANKER SHIP WITH WHALE OIL *8 2984

HARPOONING AND KILLING *3 2985

HAULING ON DECK OF FACTORY SHIP *6 2986

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE USES OF WHALES BY IDENTIFYING, FROM A GIVEN LIST, SEVERAL USES. %10□ 0410

DIRECTIONS - MARK *A* BY THE PHRASES IN THE LIST BELOW THAT ARE USES OF DIFFERENT PARTS OF THE WHALE. MARK *B* IF THEY ARE 0096

NOT.

BLUBBER IS BOILED FOR ITS MEAT. *B	2987
OIL IS USED FOR CAR ENGINES. *B	2988
OIL IS USED FOR SOAP. *A	2989
BLUE WHALE OIL IS USED FOR COOKING. *A	2990
MEAT AND BONES ARE USED FOR CATTLE FEED. *A	2991
TEETH ARE USED FOR NECKLACES. *B	2992
OIL IS USED FOR THE SHIPS MOTORS. *B	2993
BONES ARE GROUND INTO FLOUR. *B	2994
OIL IS USED FOR SHOE POLISH. *A	2995
THE TONGUE IS USED FOR MEDICINE. *B	2996

7. PERU, BOLIVIA, AND ECUADOR

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF PERU, BOLIVIA AND ECUADOR BY IDENTIFYING THE LIKENESSES AND DIFFERENCES AMONG THEM. %12□ 0346

DIRECTIONS - YOU ARE TO DO TWO THINGS 61

%1□ ENCIRCLE *A* IF THE STATEMENT DESCRIBES A LIKENESS AMONG PERU, BOLIVIA, AND ECUADOR OR *B* IF IT DESCRIBES A DIFFERENCE. %2□ IF YOU ENCIRCLED *B*, WRITE PERU, BOLIVIA, OR ECUADOR IN THE BLANK BELOW THE STATEMENT TO TELL WHICH COUNTRY THE STATEMENT DESCRIBES.

IT CONTAINS LARGE AREAS OF MOUNTAINS. *A 2359

IT HAS *NO* SEACOAST. *B %BOLIVIA□ 2360

IT HAS LITTLE CHANGE OF TEMPERATURE FROM JUNE TO DECEMBER. *A 2361

IT HAS A HOT, WET, FORESTED LOWLAND TO THE EAST OF THE MOUNTAINS. *A 2362
2362

IT HAS A HOT, WESTERN LOWLAND WHERE BANANAS AND CACAO ARE GROWN. *B %ECUADOR□ 2363
2363

IT HAS A GREAT CHANGE OF TEMPERATURE FROM DAY TO NIGHT. *A 2364

IT HAS A DESERT LOWLAND TO THE WEST WHICH CONTAINS OIL-FIELDS. *B %PERU□ 2365
2365

IT HAS A FINE NATURAL HARBOR ON THE WESTERN COAST. *B %ECUADOR□ 2366

ITS INHABITANTS OF THE HIGHLANDS ARE CHIEFLY INDIANS AND MESTIZOS. *A 2367
2367

IT HAS A DESERT LOWLAND WITH FIELDS OF COTTON AND SUGAR CANE. *B %PERU	2368
	2368
ITS EASTERN LOWLANDS ARE THINLY POPULATED. *A	2369
IT HAS A LARGE LOWLAND ON THE EAST OF THE ANDES, BUT NONE ON THE WEST. *B %BOLIVIAN	2370
	2370

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CERTAIN LAWS OF NATURE BY IDENTIFYING FROM A LIST THOSE CORRECTLY STATED. %8	0347
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DIRECTIONS - FROM YOUR STUDY OF THE CENTRAL ANDES, YOU HAVE DISCOVERED CERTAIN LAWS OF NATURE. ENCIRCLE *A* IF THE STATEMENT IS A LAW OR *B* IF IT IS NOT.	0062
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THE LOWER THE ALTITUDE, THE HIGHER IS THE TEMPERATURE. *A	2371
---	------

THE LOWER THE LATITUDE, THE LONGER IS THE SUMMER. *A	2372
--	------

THE GREATER THE ELEVATION, THE HIGHER IS THE TEMPERATURE. *B	2373
--	------

THE HIGHER THE ELEVATION, THE THINNER IS THE AIR. *A	2374
--	------

THE RARER THE AIR, THE LESS HEAT IT HOLDS. *A	2375
---	------

THE HIGHER THE LATITUDE, THE LONGER IS THE WINTER. *A	2376
---	------

THE RARER THE AIR, THE MORE HEAT IT RETAINS. *B	2377
---	------

THE LOWER THE ALTITUDE, THE LOWER IS THE TEMPERATURE. *B	2378
--	------

E. VENEZUELA

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL IDEA BY SELECTING A BEST TITLE FOR IT AFTER READING A GIVEN PARAGRAPH. %1	0306
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DIRECTIONS - READ THE PARAGRAPH BELOW.	0226
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THE GEORGE WASHINGTON OF SOUTH AMERICA IS THE NAME GIVEN TO SIMON BOLIVAR. AS A YOUNG MAN, HE SWORE TO FREE HIS HOMELAND FROM THE RULE OF SPAIN. HE WON HIS FIRST BATTLE AGAINST THE SPANISH IN 1813, BUT SOON THEREAFTER HE WENT TO EUROPE. IN FRANCE HE MET MIRANDA, ANOTHER REVOLUTIONARY OF VENEZUELA. FILLED WITH THE IDEA OF PIDDING SOUTH AMERICA OF SPANISH RULE, HE RETURNED AND GATHERED A NEW ARMY. CROSSING THE ANDES, HE SURPRISED THE SPANISH ARMY AND DEFEATED IT IN COLOMBIA. IN 1821 HE BEAT THE SPANIARDS AGAIN AND FREED VENEZUELA.

CHOOSE THE *BEST* TITLE FOR THE ABOVE PARAGRAPH.

A. THE RULE OF THE SPANISH IN LATIN AMERICA	2643
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B. WEAPONS USED IN THE WAR OF INDEPENDENCE
 *C. THE REVOLUTIONARY CAREER OF SIMON BOLIVAR

2643
 2643

8. SWITZERLAND

THE STUDENT WILL SHOW HIS COMPREHENSION OF CLIMATE AND GEOGRAPHY
 IN SWITZERLAND BY CHOOSING THE EFFECTS OF THESE CONDITIONS OF
 SWISS LIFE. %5

0357

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

SWITZERLAND'S SUDDEN TEMPERATURE CHANGES IN EARLY SPRING ARE
 DANGEROUS BECAUSE

2509
 2509
 2509
 2509
 2509

- A. THERE ARE MORE BLIZZARDS AT THIS TIME.
- B. RIVERS OVERFLOW AND FLOOD MOUNTAIN VILLAGES.
- *C. MELTING SNOW COMES DOWN THE MOUNTAIN IN AVALANCHES.
- D. CATTLE ARE UNABLE TO FIND FOOD AT THIS TIME.

VILLAGES ARE BUILT ON THE SLOPES OF MOUNTAINS RATHER THAN IN
 VALLEYS BECAUSE

2510
 2510
 2510
 2510
 2510

- A. THE WINTERS ARE NOT AS COLD IN THE MOUNTAINS.
- B. THERE IS BETTER TRANSPORTATION IN THE MOUNTAINS.
- *C. THERE IS LESS DANGER OF FLOODING IN THE SPRING.
- D. IT IS EASIER TO BUILD HOUSES.

IN ORDER TO KEEP THE ROOFS OF THEIR HOUSES FROM BLOWING AWAY THE
 SWISS

2511
 2511
 2511
 2511
 2511

- A. USE SLATE FOR THEIR ROOFS.
- B. BUILD LOW, FLAT ROOFS.
- C. FACE THEIR HOUSES TOWARD THE NORTH.
- *D. PLACE HEAVY ROCKS ON THEIR ROOFS.

THE GREEN MEADOWS IN THE HIGH ALPS ARE IMPORTANT TO THE SWISS
 FARMER FOR

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 2512

- *A. GRAZING CATTLE.
- B. GROWING FRUIT TREES.
- C. RAISING CORN.
- D. HARVESTING GRAPES.

DURING THE LONG WINTERS THE SWISS FARMERS AMUSE THEMSELVES BY

2513
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 2513

- A. PLAYING CHECKERS.
- *B. CARVING WOOD.
- C. WRITING POETRY.
- D. MAKING POTTERY.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
 FACT AND OPINION BY LABELING A SERIES OF STATEMENTS CONCERNING
 LIFE IN SWITZERLAND. %10

0361

DIRECTIONS - READ EACH SENTENCE. IF IT TELLS A FACT, WRITE *A*.
 IF IT TELLS SOMETHING THAT IS JUST A MATTER OF WHAT PEOPLE THINK
 ABOUT IT, WRITE *B* FOR OPINION.

0070

SWITZERLAND IS THE CLEANEST COUNTRY IN EUROPE. *B	2536
CHALETS ARE BEAUTIFUL HOUSES. *B	2539
ALL THE STUDENTS IN SWITZERLAND WORK HARD. *B	2540
CARBON DIOXIDE MAKES THE HOLES IN SWISS CHEESE. *A	2541
CHOCOLATE IS THE BEST PRODUCT OF SWITZERLAND. *B	2542
POWER STATIONS HAVE BEEN BUILT TO PRODUCE ELECTRICITY. *A	2543
SWISS WATCHES ARE BETTER MADE THAN AMERICAN WATCHES. *B	2544
WOOD CARVING IS THE FAVORITE RECREATION OF THE SWISS FARMER. *B	2545
FOUR LANGUAGES ARE SPOKEN IN SWITZERLAND. *A	2546
TRAINS ARE AN IMPORTANT MEANS OF TRANSPORTATION IN SWITZERLAND. *A	2547

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SWISS INDUSTRIES AND BUSINESSES BY LABELING A SERIES OF STATEMENTS TRUE OR FALSE. %10□ 0364

DIRECTIONS - READ EACH SENTENCE. IF THE SENTENCE IS TRUE, MARK ***, IF THE SENTENCE IS FALSE, MARK *B*. 0072

DELICATE MACHINERY IS USED IN THE MAKING OF WATCHES. *A 2565

THE CHEMICAL INDUSTRIES PRODUCE DYES, DRUGS, AND PERFUMES. *A 2566

INDUSTRIES DEPEND MAINLY UPON COAL TO RUN THEIR MACHINERY. *B 2567

SWITZERLAND HAS MANY NATURAL RESOURCES FOR ITS FACTORIES. *B 2568

TECHNICAL SCHOOLS AND COLLEGES TEACH PEOPLE MANY TRADES. *A 2569

LINEN IS SPUN AND WOVEN IN A TEXTILE FACTORY. *A 2570

MORE PEOPLE WORK IN THE CHOCOLATE INDUSTRY THAN IN ANY OTHER INDUSTRY. *B 2571

MANY OF THE SWISS PRODUCTS ARE SOLD IN OTHER COUNTRIES. *A 2572

WATCHMAKING IS A VERY OLD TRADE. *A 2573

CHOCOLATE IN THE SWISS FACTORIES IS MADE BY HAND. *B 2574

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES FROM GIVEN PARAGRAPHS BY EVALUATING THE VALIDITY OF EACH STATEMENT.%4□

DIRECTIONS - READ THE FOLLOWING PARAGRAPH AND THEN DECIDE WHETHER THE STATEMENTS FOLLOWING IT ARE PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE

INFORMATION PROVIDED IN THE PARAGRAPH.

WATERS FOR THE GRANDE DIXENCE POWER PROJECT ARE DRAINED FROM
SOME 260 SQUARE MILES OF MOUNTAIN SLOPES. THE SLOPES ARE MORE
THAN 7,000 FEET ABOVE SEA LEVEL. HALF THE SLOPES ARE COVERED WITH
GLACIERS. TO CHANNEL THE WATERS, WORKERS BLASTED MORE THAN 100
MILES OF TUNNELS THROUGH SOLID MOUNTAIN.

THROUGH THE TUNNELS THE WATERS ARE LED TO A HIGH VALLEY. HERE
THE SWISS HAVE MADE AN ARTIFICIAL LAKE BY BLOCKING THE END OF THE
VALLEY WITH THE WORLD'S HIGHEST DAM. IT IS 922 FEET TALL.

IT TOOK MANY WORKERS TO COMPLETE THE POWER PROJECT.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T TELL

THE POWER PROJECT WAS FINISHED IN *ONLY* FOUR MONTHS.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T TELL

MANY POWER PROJECTS WERE BUILT DURING WORLD WAR II.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T TELL

BEFORE WORK COULD START ON THE DAM, MEN HAD TO BUILD A ROAD TO
IT.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T TELL

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH RELEVANT
AND NONRELEVANT DATA BY DETERMINING THE RELEVANCY OF GIVEN IN-
FORMATION IN RELATION TO A GIVEN SITUATION. %10

THE STUDENTS OF A FOURTH GRADE ARE GIVING A PLAY ABOUT THE LIFE
OF WILLIAM TELL. SINCE TELL HAD LIVED IN A CHALET, THEY WANT SOME
OF THE SCENERY TO LOOK LIKE THE INSIDE OF A CHALET. THEY ARE
GOING TO READ BOOKS ABOUT SWITZERLAND TO FIND THEIR ANSWER.

DIRECTIONS - READ EACH OF THE FOLLOWING PARAGRAPHS AND TELL WHICH
OF THEM WOULD HELP THE STUDENTS TO FIND OUT HOW THE INSIDE OF A
CHALET LOOKS.

A CHALET IS SIMPLY FURNISHED. IT HAS WOODEN CHAIRS AND A TABLE
WHERE MEALS ARE SERVED AND CHILDREN DO HOMEWORK. BEDS ARE LIKELY
TO BE BUNKS. THEY ARE TOPPED WITH A WARM PUFFY QUILT THAT LOOKS
LIKE AN OVERSIZED PILLOW. A WOODBURNING STOVE HEATS THE SNUG
CHALET IN WINTER.

- *A. THIS PARAGRAPH HELPS.
- B. THIS PARAGRAPH DOES NOT HELP.

MADE OF LOGS OR PLANKS, A CHALET MAY BE SEVERAL STORIES HIGH. IT
HAS A STEEP, OVERHANGING ROOF, WHICH PROTECTS IT FROM WIND AND
SNOW. THE ROOF ITSELF MAY BE PROTECTED FROM WIND BY ROWS OF
HEAVY STONES. THESE KEEP IT FROM BEING RIPPED OFF.

- A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2554

IN THE LARGER CITIES PEOPLE LIVE, WORK, AND DRESS IN MUCH THE SAME WAY THAT WE DO IN OUR CITIES. LONG ROWS OF GRAY STONE APARTMENT BUILDINGS HOUSE MANY SWISS CITY FOLK. PEOPLE SHOP IN THE SMALL STORES WHICH ARE FOUND ON THE FIRST FLOORS OF THESE BUILDINGS.

2555

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2555

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

THE FURNITURE IN MOST VILLAGE HOMES IS VERY SIMPLE. BENCHES OFTEN LINE THE WALLS IN A CORNER OF THE LIVING ROOM. THE TABLE IN FRONT OF THE BENCHES HAS MANY USES. HERE MEALS ARE SERVED, AND CHILDREN PREPARE SCHOOL LESSONS. BEDROOMS ARE FURNISHED WITH WOODEN CHESTS AND SIMPLE BEDS. IN WINTER THE PEOPLE SLEEP UNDER HUGE FEATHER COVERS THAT LOOK LIKE OVERSIZED PILLOWS. THESE BED COVERS ARE HUNG OUT THE WINDOWS IN THE SUN AND AIRED ALMOST EVERY DAY.

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2556

*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2556

2556

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO COMPARE THE UNITED STATES AND SWITZERLAND EDUCATIONAL SYSTEMS BY CHOOSING THE SIMILARITIES. %13□

0358

DIRECTIONS - MARK THE STATEMENTS WHICH SHOW LIKENESSES OF THE U. S. AND SWITZERLAND.

0069

A. - ALIKE

B. - NOT ALIKE

CHILDREN DO *NOT* HAVE TO PAY TO ATTEND PUBLIC SCHOOLS. *A

2514

CHILDREN ENTER KINDERGARTEN WHEN THEY ARE ABOUT FIVE YEARS OLD. *A

2515

2515

READING, ARITHMETIC, AND SCIENCE ARE TAUGHT IN ELEMENTARY SCHOOL. *A

2516

2516

BOYS AND GIRLS *NEVER* ATTEND HIGH SCHOOL TOGETHER. *B

2517

STUDENTS MAY BECOME APPRENTICES WHEN THEY ARE FOURTEEN YEARS OLD. *B

2518

2518

MANY STUDENTS ATTEND UNIVERSITIES AFTER THEY FINISH HIGH SCHOOL. *A

2519

2519

CHILDREN STUDY THE LANGUAGE OF THE CANTON IN WHICH THEY LIVE. *B

2520

THE SCHOOL YEAR BEGINS IN THE MIDDLE OF APRIL. *B

2521

MANY SCHOOLS ARE MODERN AND HAVE LARGE PLAYGROUNDS. *A

2522

SCHOOLS ARE OPEN SIX DAYS A WEEK. *B

2523

BOYS AND GIRLS ATTEND JUNIOR HIGH SCHOOL. *B

2524

STUDENTS IN SMALL TOWNS RIDE BUSES TO SCHOOL. *B

2525

STUDENTS SPEND THREE OR FOUR YEARS IN HIGH SCHOOL. *B

2526

THE STUDENT WILL SHOW HIS KNOWLEDGE OF SWISS CELEBRATIONS BY
MATCHING A HOLIDAY WITH THE APPROPRIATE CUSTOM. %5□ 0360

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT CHOICE.

HUGE PAINTED LANTERNS AND FRIGHTENING MASKS ARE USED. 2533
A. AUGUST 1 2533
*B. CARNIVAL OF BASEL 2533
C. CHRISTMAS 2533
D. TURNFEST 2533
E. SCHWINGFEST 2533
F. MEMORIAL DAY 2533
G. EASTER 2533

TWO MEN WRESTLE UNTIL ONE IS PINNED TO THE GROUND. 2534
A. AUGUST 1 2534
B. CARNIVAL OF BASEL 2534
C. CHRISTMAS 2534
D. TURNFEST 2534
*F. SCHWINGFEST 2534
F. MEMORIAL DAY 2534
G. EASTER 2534

ONE MEMBER OF A FAMILY TRIES TO BREAK THE EGGS OF ANOTHER MEMBER
WITHOUT BREAKING HIS OWN. 2535
A. AUGUST 1 2535
B. CARNIVAL OF BASEL 2535
C. CHRISTMAS 2535
D. TURNFEST 2535
E. SCHWINGFEST 2535
F. MEMORIAL DAY 2535
*G. EASTER 2535

FIRES ARE SET ON MOUNTAINS TO CELEBRATE SWISS INDEPENDENCE. 2536
*A. AUGUST 1 2536
B. CARNIVAL OF BASEL 2536
C. CHRISTMAS 2536
D. TURNFEST 2536
E. SCHWINGFEST 2536
F. MEMORIAL DAY 2536
G. EASTER 2536

CHILDREN ARE GIVEN BAGS OF FRUITS AND NUTS. 2537
A. AUGUST 1 2537
B. CARNIVAL OF BASEL 2537
*C. CHRISTMAS 2537
D. TURNFEST 2537
E. SCHWINGFEST 2537
F. MEMORIAL DAY 2537
G. EASTER 2537

9. UNITED STATES

A. ALASKA

THE PUPIL SHOWS HIS KNOWLEDGE OF THE MAIN CHARACTERISTICS OF ALASKA BY SELECTING SOME IMPORTANT FACTS ABOUT IT FROM GIVEN ALTERNATIVES. %100

0245

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

AMONG THE STATES OF THE UNITED STATES, ALASKA'S RANK ACCORDING TO SIZE %SQUARE MILESM IS

2301119
2301119
2301119
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2301119

- *A. 1ST.
- B. 25TH.
- C. 50TH.
- D. NONE OF THE ABOVE

AMONG THE 50 STATES IN POPULATION FROM LOWEST NUMBER OF PEOPLE TO HIGHEST, ALASKA RANKS * *

2301120
2301120
2301120
2301120
2301120
2301120

- A. 1ST
- B. 2ND
- *C. 50TH
- D. NONE OF THE ABOVE

ALASKA WAS THE * * STATE TO BE ADMITTED TO THE UNITED STATES.

2301121
2301121
2301121
2301121
2301121

- A. 1ST
- B. 2ND
- *C. 49TH
- D. 50TH

THE LEAST VALUABLE INDUSTRY IN ALASKA IS

2301122
2301122
2301122
2301122
2301122

- *A. FARMING.
- B. FISHING.
- C. FORESTRY.
- D. MINING.

THE MOST PROFITABLE INDUSTRY IN ALASKA TODAY IS

2301123
2301123
2301123
2301123
2301123

- A. FISHING.
- *B. TIMBER HARVESTING.
- C. COAL MINING.
- D. DAIRY PRODUCTS.

THE MOST IMPORTANT MEANS OF TRANSPORTATION IN ALASKA TODAY IS

2301124
2301124
2301124
2301124
2301124

- A. RAILROAD.
- B. AUTOMOBILE.
- *C. AIRPLANE.
- D. DOG SLED.

THE CAPITAL OF ALASKA IS

2301125
2301125
2301125
2301125
2301125

- A. KETCHIKAN.
- *B. JUNEAU.
- C. ANCHORAGE.
- D. FAIRBANKS.

THE ONLY CITY IN ALASKA WITH A POPULATION OVER 20,000 IS

2301126

A. JUNEAU.	2301126
*B. ANCHORAGE.	2301126
C. FAIRBANKS.	2301126
D. NONE OF THE ABOVE	2301126
ALASKA IS NOT AN IMPORTANT FARMING STATE BECAUSE	2301127
A. THE LAND IS TOO RUGGED FOR FARMING.	2301127
B. MANY AREAS ARE COVERED WITH DENSE FORESTS.	2301127
C. GENERALLY, THE GROWING IS LESS THAN FOUR MONTHS.	2301127
*D. ALL OF THE ABOVE	2301127
MOST OF THE TIMBER FROM ALASKA'S FORESTS IS USED FOR	2301128
A. SHIPBUILDING.	2301128
B. PRODUCING HYDROELECTRIC POWER.	2301128
*C. MAKING PRODUCTS LIKE PAPER AND RAYON.	2301128
D. BUILDING ROADS.	2301128

THE PUPIL WILL INDICATE HIS KNOWLEDGE OF THE GEOGRAPHIC LOCATION OF ALASKA AND ITS MAIN GEOGRAPHIC FEATURES BY SELECTING THEM FROM A LIST. #80	0246
DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
ALASKA IS BORDERED BY	2301129
*A. THE ARCTIC AND THE PACIFIC OCEAN.	1129
B. THE BERING SEA AND THE ATLANTIC OCEAN.	2301129
C. THE PACIFIC OCEAN AND THE ATLANTIC OCEAN.	2301129
D. THE PACIFIC OCEAN AND THE HUDSON BAY.	2301129
A *LONGITUDE* LINE RUNNING THROUGH ALASKA WOULD BE	2301130
A. 90 DEGREES E.	2301130
B. 150 DEGREES E.	2301130
*C. 150 DEGREES W.	2301130
D. 60 DEGREES W.	2301130
A *LATITUDE* LINE RUNNING THROUGH ALASKA WOULD BE	2301131
*A. 60 DEGREES N.	2301131
B. 42 DEGREES N.	2301131
C. 150 DEGREES N.	2301131
D. 60 DEGREES S.	2301131
THE CENTRAL PART OF ALASKA'S MAINLAND LIES ABOUT * * MILES SOUTH OF THE NORTH POLE.	2301132
A. 2500	2301132
B. 900	2301132
C. 500	2301132
*D. 1800	2301132
THE SOVIET UNION IS * * OF ALASKA.	2301133
A. NORTH	2301133
B. SOUTH	2301133
C. EAST	2301133
*D. WEST	2301133
THE ARCTIC CIRCLE, AN IMAGINARY LINE 1600 MILES FROM THE NORTH POLE, CROSSES THE	2301134
	2301134

- A. NORTHERN TIP OF ALASKA'S MAINLAND. 2301134
- *B. MIDDLE OF ALASKA'S MAINLAND. 2301134
- C. THE ALASKAN PANHANDLE. 2301134
- D. THE ALEUTIANS AND THE ALASKA PENINSULA. 2301134

- ALASKA LIES TO THE * * OF CHICAGO. 2301135
- A. NORTHEAST 2301135
- B. SOUTHEAST 2301135
- *C. NORTHWEST 2301135
- D. SOUTHWEST 2301135

THE STUDENT WILL SHOW KNOWLEDGE OF THE CLIMATE OF ALASKA BY
SELECTING THE REGION WHICH EXEMPLIFIES THE CLIMATIC CONDITIONS
FROM A LIST OF GIVEN ALTERNATIVES. %90 0250

MATCH THE REGION WITH THE CLIMATIC CONDITIONS BY PLACING THE
PROPER LETTER ON THE BLANK BESIDE THE NUMBER. 0018

TOO COLD FOR TREES TO GROW 2301152

- *A. ARCTIC SLOPE 2301152
- B. CENTRAL PLATEAU 2301152
- C. PACIFIC MOUNTAINS 2301152

SEASONS ARE MORE EXTREME THAN IN OTHER PARTS OF ALASKA 2301153

- A. ARCTIC SLOPE 2301153
- *B. CENTRAL PLATEAU 2301153
- C. PACIFIC MOUNTAINS 2301153

RAINFALL IS HEAVIER THAN IN OTHER PARTS OF ALASKA 2301154

- A. ARCTIC SLOPE 2301154
- B. CENTRAL PLATEAU 2301154
- *C. PACIFIC MOUNTAINS 2301154

MILD OCEAN WINDS ARE PREVENTED FROM REACHING FAR INLAND 2301155

- A. ARCTIC SLOPE 2301155
- B. CENTRAL PLATEAU 2301155
- *C. PACIFIC MOUNTAINS 2301155

WEATHER ALMOST NEVER VERY WARM 2301157

- *A. ARCTIC SLOPE 2301157
- B. CENTRAL PLATEAU 2301157
- C. PACIFIC MOUNTAINS 2301157

SUMMER DAYS OFTEN VERY HOT WITH TEMPERATURE ABOVE 80 DEGREES 2301158

- A. ARCTIC SLOPE 2301158
- *B. CENTRAL PLATEAU 2301158
- C. PACIFIC MOUNTAINS 2301158

SNOWFALL IS LIGHT 2301159

- A. ARCTIC SLOPE 2301159
- B. CENTRAL PLATEAU 2301159
- *C. PACIFIC MOUNTAINS 2301159

MILDER WINTERS THAN IN OTHER PARTS OF ALASKA 2301160

- A. ARCTIC SLOPE 2301160
- B. CENTRAL PLATEAU 2301160
- *C. PACIFIC MOUNTAINS 2301160

ALASKANS ARE GENERALLY COOL	2301161
A. ARCTIC SLOPE	2301161
B. CENTRAL PLATEAU	2301161
*C. PACIFIC MOUNTAINS	2301161

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CHANGES IN POPULATION OF ALASKA AND WHERE SELECTED GROUPS OF PEOPLE LIVE BY IDENTIFYING THE CORRECT FACTS FROM A GIVEN LIST. %8a	0252
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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THE NUMBER OF PEOPLE WHO MAKE THEIR HOMES IN ALASKA IS AROUND	2301163
*A. ONE-QUARTER MILLION.	2301163
B. ONE MILLION.	2301163
C. TEN MILLION.	2301163

THE PERCENTAGE OF WHITE PEOPLE IN ALASKA IS	2301164
A. 25%.	2301164
B. 50%.	2301164
*C. 75%.	2301164

SINCE 1950 ALASKA'S POPULATION HAS	2301165
*A. MORE THAN DOUBLED.	2301165
B. REMAINED THE SAME.	2301165
C. REDUCED TO ONE-HALF.	2301165

ABOUT ONE-FOURTH OF ALASKA'S POPULATION IS	2301166
A. ALUT.	2301166
B. ESKIMO.	2301166
C. INDIAN.	2301166
*D. ALL OF THE ABOVE.	2301166

THE ALEUTS LIVE ON THE	2301167
A. ALFUTIAN ISLAND.	2301167
B. PRIBILOF ISLAND.	1167
C. ALASKA PENNINSULA.	2301167
*D. ALL OF THE ABOVE	2301167

MOST OF THE INDIANS OF ALASKA LIVE ON THE	2301168
*A. PANHANDLE OR REGION KNOWN AS THE VAST INTERIOR.	2301168
B. COAST OF THE ARCTIC OCEAN AND THE BERING SEA.	2301168
C. PRIBILOF ISLANDS AND THE ALASKA PENNINSULAS.	2301168

THE ESKIMOS LIVE MOSTLY	2301169
A. ON THE PRIBILOF ISLANDS AND THE ALASKA PENINSULA.	2301169
*B. NEAR THE ARCTIC OCEAN AND THE BERING SEA.	2301169
C. IN THE PANHANDLE AND THE VAST INTERIOR.	2301169

THE CENTRAL PLATEAU IS A LAND OF LOW MOUNTAINS, ROLLING HILLS, AND BROAD RIVER VALLEYS. YET FEW PEOPLE LIVE HERE BECAUSE IT	2301170
*A. HAS MORE EXTREME SEASONS.	2301170
B. HASN'T BEEN EXPLORED.	2301170
C. IT IS DIFFICULT TO GET TO.	2301170

THE PUPIL WILL SHOW HIS KNOWLEDGE OF INDUSTRIES OR OCCUPATIONS OF CERTAIN AREAS IN ALASKA BY SELECTING THE CORRECT LOCATION OR DESCRIPTION OF IT FROM A GIVEN LIST. %5a

0254

DIRECTIONS-- MATCH THE OCCUPATION WITH THE LOCATION WHERE IT MAINLY CARRIED ON. CIRCLE THE LETTER OF YOUR CHOICE.

0019

LUMBERING

- A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- C. POINT BARROW
- *D. FAIRBANKS
- E. PANHANDLE

2301176
2301176
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2301176

REINDEER HUNTING

- A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- *C. POINT BARROW
- D. FAIRBANKS
- E. PANHANDLE

2301177
2301177
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2301177
2301177

FARMING

- *A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- C. POINT BARROW
- D. FAIRBANKS
- E. PANHANDLE

2301178
2301178
2301178
2301178
2301178

OIL REFINING

- A. MATANUSKA VALLEY
- *B. KENAI PENINSULA
- C. POINT BARROW
- D. FAIRBANKS
- E. PANHANDLE

2301179
2301179
2301179
2301179
2301179

COAL MINING

- A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- C. POINT BARROW
- *D. FAIRBANKS
- E. PANHANDLE

2301180
2301180
2301180
2301180
2301180

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF AGRICULTURAL CONDITIONS IN ALASKA BY SELECTING FACTS ABOUT FARMING IN ALASKA FROM GIVEN ALTERNATIVES. %4a

0255

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

ALL ALASKA HAS FEWER THAN *

* FARMS.

- A. 50
- *B. 500
- C. 5,000
- D. 50,000

2301181
2301181
2301181
2301181

ALASKA PRODUCES *

* OF THE FOOD ITS PEOPLE NEEDS.

- A. NONE
- *B. ONE-TENTH

2301182
2301182
2301182

C. ONE-HALF	2301182
D. ALL	2301182
ALASKA'S MOST IMPORTANT FARMING AREA IS IN THE	
A. KUSKOKWIM VALLEY.	2301183
B. CHANDALAR VALLEY.	2301183
*C. MATANUSKA VALLEY.	2301183
D. MEADE VALLEY.	2301183
AGRICULTURE IN ALASKA IS CHARACTERIZED BY	
A. A SHORT GROWING SEASON.	2301184
B. RAPID GROWTH OF PRODUCE.	2301184
C. ENORMOUS SIZE OF PRODUCE.	2301184
*D. ALL OF THE ABOVE	2301184

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TRANSPORTATION IN ALASKA, BY %A SLECTING THE FORM OF TRANSPORTATION WHICH FITS BEST THE LOCATION, AND %B MATCHING THE LOCATION. %5	0256
MATCH THE FORM OF TRANSPORTATION WITH THE LOCATION BY PLACING THE PROPER LETTER ON THE LINE OPPOSITE THE NUMBER.	0020
OCEAN SHIP	2301185
A. EDMONTON TO DAWSON CREEK	2301185
B. POINT BARROW	2301185
*C. INSIDE PASSAGE	2301185
D. UNIMAK ISLAND TO UNALASKA ISLAND	2301185
AIRPLANE	2301186
A. EDMONTON TO DAWSON CREEK	2301186
B. POINT BARROW	2301186
C. INSIDE PASSAGE	2301186
*D. UNIMAK ISLAND TO UNALASKA ISLAND	2301186
SKIN CANOE	2301187
A. EDMONTON TO DAWSON CREEK	2301187
*B. POINT BARROW	2301187
C. INSIDE PASSAGE	2301187
D. UNIMAK ISLAND TO UNALASKA ISLAND	2301187
AUTOMOBILE	2301188
*A. EDMONTON TO DAWSON CREEK	2301188
B. POINT BARROW	2301188
C. INSIDE PASSAGE	2301188
D. UNIMAK ISLAND TO UNALASKA ISLAND	2301188
SNOW SLED	2301189
A. EDMONTON TO DAWSON CROOK	2301189
*B. POINT BARROW	2301189
C. INSIDE PASSAGE	2301189
D. UNIMAK ISLAND TO UNALASKA ISLAND	2301189

B. HAWAII

143

GIVEN A LIST OF FACTS, THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING CONCLUSIONS AS BEING EITHER VALID OR INVALID. %8n

0399

DIRECTIONS - FROM THE INFORMATION GIVEN, DECIDE WHICH RESPONSE FROM THE LIST BELOW MAKES THE BEST JUDGMENT OF THE CONCLUSION.

0093

BACKGROUND INFORMATION -

YOU WERE AN EXPLORER DURING THE LATE 1700'S. YOU LANDED ON ONE OF THE SMALL ISLANDS IN THE HAWAIIAN CHAIN. THE ISLAND WAS DESERTED BUT YOU FOUND PIECES OF TAPA CLOTH, A BRIGHT FEATHER HEADDRESS, AND A BRITISH COIN IN ONE OF THE HUTS.

A. VALID, ENOUGH INFORMATION

B. INVALID, ENOUGH INFORMATION

C. INVALID, NOT ENOUGH INFORMATION

THE ISLAND WAS GOVERNED BY A CHIEF OR RULER. *A

2908

A WRITTEN FORM OF LANGUAGE EXISTED. *A

2909

THE PEOPLE DEVELOPED SKILLS. *A

2910

A WAR HAD BEEN FOUGHT HERE. *C

2911

THE VILLAGERS USED THE TAPA CLOTH FOR FLOOR COVERINGS. *B

2912

THE BRITISH HAD VISITED THE ISLANDS. *A

2913

BEAUTIFUL BIRDS WERE IN THE SURROUNDING AREA. *A

2914

THE VILLAGERS LEFT BECAUSE OF THE VOLCANO. *C

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ASSUMING THAT KAMEHAMEHA HAD NOT UNITED THE HAWAIIAN ISLANDS, THE STUDENT CAN PREDICT WHAT MIGHT HAVE HAPPENED TO THE ISLANDS BY IDENTIFYING STATEMENTS AS POSSIBLE OR IMPOSSIBLE OUTCOMES. %8n

0400

DIRECTIONS - IMAGINE THAT KAMEHAMEHA HAD NOT BEEN ABLE TO UNITE THE HAWAIIAN ISLANDS. SOME OF THE STATEMENTS BELOW ARE POSSIBLE OUTCOMES AND SOME ARE NOT. MARK *A* BY THE STATEMENT IF IT COULD HAVE HAPPENED AND *B* IF IT PROBABLY WOULD *NOT* HAVE HAPPENED.

THERE MIGHT HAVE BEEN MANY MORE WARS BETWEEN THE ISLANDS. *A

2916

HAWAII MIGHT *NEVER* HAVE BECOME A STATE. *A

2917

ALL OF THE ISLANDERS WOULD HAVE DIED INTO EXTINCTION. *B

2918

THE ISLANDS WOULD BE MUCH MORE POPULAR FOR TOURISTS THAN THEY ARE TODAY. *B

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THE ISLANDS WOULD *NOT* BE AS PROGRESSIVE IN ANY WAY AS THEY ARE TODAY. *A

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EVERY ISLAND WOULD CONTINUE TO HAVE ITS OWN KING. *A

2921

THERE WOULD BE MORE SCHOOLS AND UNIVERSITIES IN THE ISLANDS. *B

2922

MANY PEOPLE WOULD STILL BE SPEAKING THE HAWAIIAN LANGUAGE. *A

2923

THE STUDENT WILL SHOW HIS KNOWLEDGE OF HAWAIIAN HISTORY BY
CHOOSING THE RESPONSE THAT BEST COMPLETES THE SENTENCE. %14□

0403

DIRECTIONS - COMPLETE EACH ITEM BY SELECTING THE CORRECT ANSWER.
CIRCLE THE LETTER OF YOUR CHOICE.

IN 1778, THE EXPLORER WHO CAME TO THE HAWAIIAN ISLANDS WAS

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A. KAMEHAMEHA.

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B. EARL OF SANDWICH.

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*C. CAPT. COOK.

2939

D. ADMIRAL DWIGHT.

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WHEN THIS EXPLORER RETURNED, THE ISLANDERS THOUGHT HE WAS THEIR
GREAT GOD

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*A. LONO.

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B. PELE.

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C. KEALAKEKUA.

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D. KAMEHAMEHA.

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THE EUROPEANS BROUGHT ALL OF THE FOLLOWING TO THE ISLAND *EXCEPT*

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A. CATTLE.

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B. ORANGE TREES.

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C. DISEASES.

2941

*D. SANDALWOOD.

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WHEN HE FOUND HAWAII, THE EXPLORER HAD BEEN SEARCHING FOR

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A. BEAUTIFUL ISLANDS WITH GOLD.

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*B. A WATERWAY BETWEEN ATLANTIC AND PACIFIC OCEANS.

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C. THE SHORTEST ROUTE AROUND THE WORLD.

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. D. ITEMS LIKE SANDALWOOD TO BUY AND TRADE.

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IN 1810, WHO UNITED *ALL* OF THE HAWAIIAN ISLANDS AND BECAME
KINGO

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A. COOK

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*B. KAMEHAMEHA

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C. HAAHUMANU

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D. LIHOLINO

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PEOPLE FIRST BECAME INTERESTED IN THE HAWAIIANS THROUGH A LITTLE
BOY NAMED

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A. DWIGHT.

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B. KALAKAUA

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C. DANIEL

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*D. OPIUKAHAIA

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AT THAT TIME, THE HAWAIIANS BELIEVED IN GODS AND HAD STRICT RULES
CALLED

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A. KAHANAS.

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*B. KAPUS.

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C. KIMANOS.

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D. KYKUI.

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ONE OF THE STRICT RULES ORDERED THAT WOMEN MUST *NOT*

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A. WEAR SHORT CLOTHES.

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B. SEE A VOLCANO.

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- *C. EAT WITH MEN.
- D. READ OR WRITE.

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THE MISSIONARIES BROUGHT ALL OF THE FOLLOWING *EXCEPT*

- A. BOOKS.
- B. CHURCHES.
- C. DEMOCRACY.
- *D. CANOES.

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THE HAWAIIANS AT FIRST REFUSED TO WORK IN THE SUGAR CANE FIELDS BECAUSE OF ALL OF THE FOLLOWING REASONS *EXCEPT*

- A. MANY OF THEM WERE SICK FROM THE NEW DISEASES BROUGHT BY THE WHITE MEN.
- B. ALL THEY WANTED WAS ENOUGH TO EAT AND WEAR.
- *C. THEY COULD MAKE BETTER MONEY WORKING IN THE FACTORIES.
- D. THEY DID NOT WANT TO WORK IN THE HOT SUN ALL DAY FOR THINGS THEY DIDN'T NEED.

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QUEEN LILIUOKALANI, HAWAII'S LAST QUEEN, WAS A VERY TALENTED WOMAN. SHE WAS KNOWN AS ALL OF THE FOLLOWING *EXCEPT*

- A. LEADER.
- B. SINGER.
- *C. SWIMMER.
- D. POET.

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HAWAII PLANTERS WANTED TO BECOME PART OF THE UNITED STATES FOR ALL OF THE FOLLOWING REASONS *EXCEPT*

- *A. THE U. S. PROVIDED SHIPS FOR TRANSPORTING SUGAR.
- B. NEW U. S. LAWS MADE IT HARD TO SELL SUGAR TO THE U. S.
- C. HAWAIIAN PLANTERS WERE PRODUCING MORE SUGAR THAN THEY COULD SELL.
- D. WORKERS WERE NOT PAID AND NO ONE HAD MONEY TO SPEND.

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CONGRESS VOTED TO MAKE HAWAII A TERRITORY OF THE U.S. IN

- A. 1776.
- B. 1778.
- *C. 1898.
- D. 1818.

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ON DECEMBER 7, 1941, SOMETHING HAPPENED WHICH GAVE THE PEOPLE OF HAWAII AN OPPORTUNITY TO SHOW WHAT LOYAL CITIZENS THEY WERE. WHAT WAS IT?

- A. HAWAII BECAME A STATE.
- *B. THE JAPANESE ATTACKED PEARL HARBOR.
- C. THE GERMANS ATTACKED PEARL HARBOR.
- D. HAWAIIANS VOTED WHETHER OR NOT TO ENTER THE WAR.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSESS ASSUMPTIONS BY IDENTIFYING THEIR VALIDITY AFTER READING A SELECTION ON HAWAIIAN HISTORY. %5□

0404

DIRECTIONS - CAREFULLY READ THE FOLLOWING PARAGRAPH AND EACH OF THE STATEMENTS BELOW IT. THEN DECIDE WHETHER THE STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH. CIRCLE YOUR ANSWER.

SPANISH, DUTCH, OR JAPANESE EXPLORERS MAY HAVE STOPPED AT THE HAWAIIAN ISLANDS AS EARLY AS THE 1500'S. BUT THE REST OF THE WORLD DID NOT HEAR OF THE ISLANDS UNTIL CAPT. JAMES COOK OF THE BRITISH NAVY DISCOVERED THEM ON JANUARY 18, 1778.

BEFORE THE 1500'S NO EXPLORERS CAME TO THE HAWAIIAN ISLANDS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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THE DUTCH EXPLORERS STOPPED THERE IN 1640.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

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CAPT. COOK WAS THE FIRST PERSON TO TELL OTHER PEOPLE ABOUT THESE ISLANDS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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THE FIRST EXPLORER TO DISCOVER THE ISLANDS NAMED THEM HAWAII.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

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CAPTAIN COOK ARRIVED IN 1778 ON A FREIGHTER.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING IT AFTER READING PASSAGES ON HAWAII. %3d

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DIRECTIONS - READ THE PARAGRAPHS BELOW. CHOOSE THE MAIN IDEA THAT COMES FROM EACH PARAGRAPH BY CIRCLING THE LETTER OF THE *BEST* ANSWER.

ONE ANIMAL THAT HAWAII DOES NOT HAVE IS THE SNAKE. THEY ARE FORBIDDEN BY LAW, EVEN FOR EXHIBITION PURPOSES. THE BAGGAGE AND FREIGHT INSPECTORS ARE CHARGED WITH THE DUTY OF KEEPING HAWAII SNAKE-FREE. IF ONE OF THE REPTILES IS FOUND, IT IS IMMEDIATELY PUT TO DEATH.

- A. THE EXHIBITIONS CANNOT HAVE LIVE SNAKES.
- *B. THE STATE OF HAWAII FORBIDS SNAKES ON THE ISLANDS.
- C. SNAKES ARE KILLED WHEN FOUND.

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HAWAII HAS THE LARGEST CITY IN THE UNITED STATES, NOT IN POPULATION BUT IN TOTAL AREA. THE CAPITAL CITY OF HONOLULU, ON THE ISLAND OF OAHU, ACTUALLY STRETCHES ALMOST 1400 MILES NORTH-EAST TO KURE ISLAND AND INCLUDES MANY SMALL ISLANDS.

- *A. HONOLULU IS THE LARGEST CITY IN TOTAL AREA IN THE U. S.
- B. HONOLULU IS ON THE ISLAND OF OAHU.
- C. HONOLULU IS THE CAPITAL OF THE STATE OF HAWAII.

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ACCORDING TO A POLYNESIAN TALE, THE ISLANDS OF HAWAII WERE CREATED BY A YOUNG BOY WITH A MAGIC FISHHOOK. MAUI WAS THE YOUNG BOY. HE HAD VISITED THE UNDERWORLD AND OBTAINED A HUMAN JAWBONE

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IN ORDER TO MAKE A FISHHOOK. HE ASKED HIS OLDER BROTHERS TO TAKE	2960
HIM FISHING. THEY DID AND WHEN THE CANOE WAS IN THE DEEP WATERS,	2960
MAUI BAITED HIS HOOK WITH A SACRED BIRD AND THREW IT TO THE OLD-	2960
MAN-AT-THE-BOTTOM-OF-THE-SEA. SUDDENLY, SOMETHING PULLED THE HOOK	2960
AND EVERYONE PULLED AND TUGGED AT THE LINE. AT LAST, THE BOYS	2960
HELPED MAUI PULL UP THE STRANGE CATCH. IT WAS NOT A FISH AT ALL.	2960
INSTEAD MAUI HAD PULLED UP A BEAUTIFUL GREEN ISLAND, COMPLETE	2960
WITH LUSH VALLEYS, GLISTENING BEACHES, BRIGHT-COLORED FLOWERS AND	2960
RAINBOW MISTS.	2960
A. MAUI HAD VISITED THE UNDERWORLD AND OBTAINED A FISHHOOK.	2960
B. MAUI AND HIS BROTHERS WERE VERY SUCCESSFUL FISHERMEN.	2960
*C. THE HAWAIIAN ISLANDS WERE CREATED BY A MAGIC FISHHOOK.	2960

THE PUPIL SHOWS HIS KNOWLEDGE OF THE GEOGRAPHY OF HAWAII BY	0257
IDENTIFYING IMPORTANT FACTS ABOUT IT FROM A GIVEN LIST. %10	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

AMONG THE STATES OF THE UNITED STATES, HAWAII,S RANK ACCORDING	2301190
TO AREA %FROM SMALLEST TO LARGEST IS	2301190
A. 50TH.	2301190
B. 47TH.	2301190
*C. 1ST.	2301190
D. 5TH.	2301190

AMONG THE 50 STATES HAWAII,S POPULATION %718,000 RANKS	2301191
A. HIGHEST.	2301191
*B. LOWEST.	2301191
C. ABOUT MIDWAY BETWEEN HIGHEST AND LOWEST.	2301191

THE LEADING INDUSTRY IN HAWAII IS	2301192
A. FARMING.	2301192
*B. MANUFACTURING.	2301192
C. MINING.	2301192
D. FISHING.	2301192

THE MOST IMPORTANT INDUSTRIES IN HAWAII ARE RELATED TO	2301193
*A. FOOD AND FOOD PRODUCTS.	2301193
B. PRINTING AND PUBLISHING.	2301193
C. STONE, CLAY AND GLASS PRODUCTS.	2301193
D. NONE OF THE ABOVE	2301193

THE LARGEST OF THE EIGHT MAIN ISLANDS %ACCORDING TO AREA OF	2301194
HAWAII IS	2301194
A. OAHU.	2301194
*B. HAWAII.	2301194
C. MAUI.	2301194
D. MOLAKAI.	2301194

THE ISLAND OF HAWAII WITH THE MOST POPULATION IS	2301195
A. MOLAKAI.	2301195
B. HAWAII.	2301195
C. MAUI.	2301195
*D. OAHU.	2301195

THE MAIN CROP OF THE HAWAIIAN ISLANDS IS	2301196
A. PINEAPPLES.	2301196

*B. SUGAR CANE.	2301196
C. COFFEE.	2301196
D. TARO.	2301196

HAWAII'S MOST IMPORTANT NATURAL RESOURCE IS ITS	2301197
*A. WARM CLIMATE.	2301197
B. FARM PRODUCTS.	2301197
C. FISH.	2301197
D. MINERALS.	2301197

THE FIRST PEOPLE TO LIVE IN HAWAII WERE	2301198
A. ALEUTIANS.	2301198
B. AMERICANS.	2301198
C. JAPANESE.	2301198
*D. POLYNESIANS.	2301198

HONOLULU, THE CAPITAL CITY OF HAWAII, IS LOCATED ON THE ISLAND	2301199
OF	2301199
A. MOLOKAI.	2301199
B. HAWAII.	2301199
*C. OAHU.	2301199
D. MAUI.	2301199

THE STUDENT WILL BE ABLE TO IDENTIFY DIFFERENT ASPECTS OF THE LIVES OF HAWAIIANS AND OTHER PACIFIC ISLANDERS BY SELECTING THE ITEM *NOT* TYPICAL. #8	0401
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DIRECTIONS - SELECT THE RESPONSE WHICH BEST COMPLETES THE STATEMENT BY CIRCLING ITS LETTER.

HAWAIIANS TODAY USE ALL THE FOLLOWING FOR TRANSPORTATION *EXCEPT* THE	2924
A. AIRPLANE.	2924
*B. COMMUTER TRAIN.	2924
C. SHIP.	2924
D. CAR.	2924

THE ISLANDERS ON ORET AND KARAS ISLAND USE ALL OF THE FOLLOWING FOR THEIR HOUSES *EXCEPT*	2925
A. CRUSHED CORAL.	2925
B. GRASS.	2925
*C. BRICK.	2925
D. THATCH.	2925

A TYPICAL HAWAIIAN TODAY WOULD WEAR ALL OF THE FOLLOWING *EXCEPT*	2926
A. MUUMIUS MADE FROM BRIGHT CLOTH.	2926
*B. LOINCLOTH MADE FROM BARK.	2926
C. LEIS OF FLOWERS OR SHELLS.	2926
D. SUITS AND DRESSES LIKE WE WEAR.	2926

THE ISLANDERS ON ORET AND KARAS ISLAND EAT ALL OF THE FOLLOWING *EXCEPT*	2927
*A. RUFF.	2927
B. OCTOPIUS.	2927
C. TARO ROOT.	2927
D. BREADFRUIT.	2927

TYPICAL HAWAIIAN FOOD WOULD BE ALL THE FOLLOWING *EXCEPT*	2928
A. ROAST PORK.	2928

- B. POT.
- *C. TACOS.
- D. SWEET POTATOES.

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THE HAWAIIANS TODAY GROW ALL OF THE FOLLOWING *EXCEPT*

- A. PINEAPPLE.
- B. SUGAR CANE.
- C. MACADEMIA NUTS.
- *D. WHEAT.

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THE ISLANDERS FROM OBET AND KARAS ISLAND EXPORT ALL OF THE FOLLOWING *EXCEPT*

- *A. KNIVES.
- B. COPRA.
- C. MATS.
- D. BASKETS.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS ON THE PACIFIC ISLANDS BY CATEGORIZING A GIVEN SET OF STATEMENTS. %80

0402

DIRECTIONS - THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CIRCLE *A*. IF IT TELLS SOMETHING THAT IS JUST A MATTER HOW PEOPLE THINK ABOUT IT, CIRCLE THE *B*.

THE REEF MADE BY TINY SEA ANIMALS IS CALLED CORAL. *A

2931

OBET LOVED COCONUTS. *B

2932

OBET ATE THE COOKED BREADFRUIT EVERYDAY. *A

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COCONUT PALMS DO *NOT* GROW IN SOME PLACES. *A

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THE ISLAND CHILDREN ARE BEAUTIFUL CHILDREN. *B

2935

OBET'S TREE WAS THE *BEST* ONE. *B

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THE DRIED MEAT OF THE COCONUT IS CALLED COPRA. *A

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COPRA TASTES GOOD. *B

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THE STUDENT WILL SHOW HIS FAMILIARITY WITH THE GEOGRAPHY OF THE HAWAIIAN ISLANDS BY IDENTIFYING THE ISLANDS AND THEIR MAIN CITIES FROM A GIVEN DESCRIPTION. %80

0392

DIRECTIONS - IDENTIFY EACH ISLAND AND CITY IN THE HAWAIIAN CHAIN BY CHOOSING IT FROM THE LIST BELOW. PLACE THE ISLAND OR CITY IN THE BLANK BESIDE ITS DESCRIPTION. SOME WORDS WILL NOT BE USED.

0087

- A. MAUI
- B. HAWAII
- C. HONOLULU
- D. LIHUE
- E. HILO
- F. NIIHAU
- G. MOLOKAI

H. KAUAI
I. LOHINA

THIS ISLAND LIES AT THE EXTREME SOUTHEASTERN END OF THE HAWAIIAN CHAIN. IT IS THE LARGEST ISLAND AND STILL HAS ACTIVE VOLCANOES. *B	2861 2861 2861
THE ROBINSON FAMILY OWNS THIS ISLAND. LOCATED WEST OF KAUAI. ONLY PURE HAWAIIANS LIVE THERE AND VERY FEW VISITORS ARE ALLOWED. *F	2862 2862
THE FRIENDLY ISLAND IS FOUND BETWEEN MAUI AND OAHU. IT IS KNOWN MAINLY FOR ITS SUGAR CANE AND LEPROSY COLONY. *G	2863 2863
THIS CITY IS THE LARGEST IN THE ISLANDS AND THE STATE CAPITAL. IT IS LOCATED ON OAHU. *C	2864 2864
THE VALLEY ISLAND IS LOCATED NORTHWEST OF HAWAII ISLAND AND HAS THE LARGEST *INACTIVE* VOLCANIC CRATERS IN THE WORLD. *A	2865 2865
THIS CITY IS THE CHIEF PORT AND CAPITAL CITY OF HAWAII ISLAND. IT IS THE SECOND LARGEST CITY IN THE STATE. *E	2866 2866
THE GARDEN ISLAND IS THE NORTHERNMOST ISLAND AND IS KNOWN FOR ITS NATURAL GREENERY AND CANYONS. *H	2867 2867
THE LARGEST CITY AND THE COUNTY SEAT OF KAUAI. *D	2868

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE GEOGRAPHY OF THE SMALL PACIFIC ISLANDS BY MATCHING DIFFERENT GEOGRAPHICAL CHARACTERISTICS WITH THEIR MEANINGS. %5D	0394
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DIRECTIONS - MATCH THE PHRASES BELOW WITH THE WORDS THEY BEST DESCRIBE ON BY PLACING THE CORRECT CAPITAL LETTER IN THE BLANK.	0088
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- A. A LINE WHERE THE SEA AND OCEAN MEET
- B. SHELTERED WATER THAT IS CALM AND SHALLOW
- C. A RIDGE OF ROCKS NEAR, OR BELOW, THE SURFACE OF THE WATER
- D. HARD ROCK MADE BY SKELETONS OF MILLIONS OF TINY SEA ANIMALS
- F. UNINHABITED ISLAND USED FOR GROWING BREADFRUIT AND COCONUT PALM TREES
- F. UNINHABITED ISLAND USED FOR GROWING TARO

COCONUT ISLAND *E

LAGOON *B

HORIZON *A

CORAL *D

REEF *C

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE COCONUT PALM AND THE BREADFRUIT TREE BY IDENTIFYING EACH FROM GIVEN CHARACTERISTICS. %4D	0394
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DIRECTIONS - CIRCLE ** IF THE SENTENCE BELOW DESCRIBES A
BREADFRUIT TREE AND CIRCLE *C* IF THE SENTENCE DESCRIBES A
COCONUT PALM TREE.

0089

ALL THE LEAVES GROW NEAR THE TOP OF THE TREE. *C 2874
THE NUT OF THIS TREE HAS WATER IN THE CENTER. *C 2875
THE NUT OF THIS TREE HAS A HARD OUTER HUSK. *C 2876
OBET WILL USE THE WOOD FROM THE TRUNK OF THIS TREE. *B 2877
SHIPS STOP TO GET A PRODUCT FROM THIS TREE. *C 2878

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PROCESS OF COOKING AND
HOUSEBUILDING ON OBET AND KARAS ISLAND BY IDENTIFYING THESE
PROCESSES. %14n 0395

DIRECTIONS - IDENTIFY THE STATEMENTS BELOW DESCRIBING THE
COOKING AND HOUSEBUILDING PROCESSES AS TRUE OR FALSE BY MARKING
A FOR TRUE AND *B* FOR FALSE.

KARA MIXED COCONUT, BANANAS, AND MOLASSES TO MAKE A PUDDING. *A 2879
MOTHER KEPT A BIG FIRE BURNING TO BAKE THE TARO ROOTS. *A 2880
THE WOMEN COOK MANY TIMES DURING THE DAY. *B 2881
FOOD IS USUALLY COOKED IN AN UM, A SHALLOW HOLE IN THE
GROUND. *A 2882
A SALAD WAS MADE FROM COCONUT PALM LEAVES. *B 2883
SIDEWALKS WERE MADE OF CRUSHED COCONUT HUSKS. *B 2883
THE FRAME OF THE HOUSE WAS MADE OF LOGS. *A 2884
THE ROOF WAS MADE OF SHINGLES. *B 2885
CRUSHED CORAL WAS SPREAD AROUND FOR THE FLOOR. *A 2886
THE SIDES OF THE HOUSE WERE THICK BECAUSE OF THE BREEZE FROM THE
OCEAN. *B 2887
THICK MATS OF WOVEN LEAVES ARE USED AS FURNITURE. *A 2888
THE UM IS HEATED BY BURNING COCONUT SHELLS AND FIREWOOD UNDER
SMALL ROCKS. *B 2889
SOME OF THE FOOD IS WRAPPED IN BANANA LEAVES. *A 2890
THE ROOF HAS STEEP SIDES SO THE RAIN WILL RUN OFF. *A 2891

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE PROCESS OF
BUILDING AN OUTRIGGER CANOE BY ARRANGING IN ORDER EACH STEP IN 0396

THE BOATBUILDING PROCESS. #70

DIRECTIONS - PUT THE FOLLOWING STEPS OF THE PROCESS OF BUILDING AN OUTRIGGER CANOE IN ORDER BY PLACING 1 BY THE STEP THAT COMES FIRST, 2 BY THE STEP THAT COMES NEXT, ETC. 0090

TIE THE PARTS TOGETHER WITH STOUT CORD. #4 2892

PUT ON THE SAIL. #7 2893

SAW THE LOG INTO BOARDS. #2 2894

SAW DOWN THE BREADFRUIT TREE. #1 2895

TIE THE FLOAT TO THE CURVED ENDS OF THE POLES. #6 2896

FORM THE BOARDS INTO PARTS FOR THE CANOE. #3 2897

ATTACH 6 POLES TO THE SIDE OF THE CANOE. #5 2898

USING HIS KNOWLEDGE OF THE GEOGRAPHY OF THE PACIFIC ISLANDS AND THE LIVES OF THE PEOPLE, THE STUDENT WILL BE ABLE TO ANALYZE THE DIFFICULTIES CAUSED BY LIVING ON AN ISLAND BY IDENTIFYING GIVEN PROBLEMS AS VALID OR INVALID. #50 0398

DIRECTIONS - USING WHAT YOU KNOW OF THE LIFE OF THE ISLANDERS ON OBET AND KARAS ISLAND AND THE ISOLATION OF ISLAND PEOPLE, DECIDE WHETHER OR NOT EACH OF THE FOLLOWING WOULD BE A PROBLEM THEY COULD ENCOUNTER. 0092

KARA HAD PLANNED TO BUY HER FATHER A KNIFE FOR HIS BIRTHDAY. THERE WASN'T A STORE ON THEIR SMALL ISLAND SO SHE HAD TO WAIT FOR THE SUPPLY SHIP TO ARRIVE. IT WAS NOW TWO DAYS BEFORE HIS BIRTHDAY AND STILL NO SIGN OF THE SHIP. 2903
 *A. POSSIBLY COULD HAPPEN 2903
 B. PROBABLY NOT 2903

OBET AND KARA WERE VERY DISSATISFIED WITH THEIR NEW BRICK HOUSE. THE OTHER HOUSES IN THE VILLAGE HAD RECREATION ROOMS IN THE BASEMENT AND THEIR NEW HOUSE DID NOT EVEN HAVE A BASEMENT. 2904
 A. POSSIBLY COULD HAPPEN 2904
 *B. PROBABLY NOT 2904

OBET WAS CLIMBING HIS BREADFRUIT TREE ON COCONUT ISLAND AND SLIPPED AND FELL. HIS LEG WAS BROKEN. HIS FRIENDS WERE WORRIED ABOUT HOW THEY WOULD GET HIM BACK TO THEIR HOME ISLAND. THE OUTRIGGER CANOE WAS THEIR ONLY HOPE. 2905
 *A. POSSIBLY COULD HAPPEN 2905
 B. PROBABLY NOT 2905

THE PEOPLE ON OBET AND KARAS ISLAND FOUND A MAN WHO HAD CRASHED-LANDED ON COCONUT ISLAND AND WAS WOUNDED. HE COULD NOT SPEAK THEIR LANGUAGE BUT HE DREW PICTURES OF PEOPLE FIGHTING AND THEY WONDERED IF A WAR WAS BEING FOUGHT SOMEWHERE NEAR. THEY HAD NOT HEARD ANY NEWS IN TWO MONTHS SINCE THEIR ONLY RADIO WAS BROKEN AND THE SUPPLY SHIP HAD NOT COME FOR MONTHS. 2906
 *A. POSSIBLY COULD HAPPEN 2906
 B. PROBABLY NOT 2906

OBET WAS IN A HURRY TO GET TO SCHOOL AND ACCIDENTALLY RIPPED HIS	2907
NEW WINTER COAT ON THE DOOR LATCH. IT WAS COLD SO HE HAD TO WEAR	2907
IT ANYWAY.	2907
A. POSSIBLY COULD HAPPEN	2907
*B. PROBABLY NOT	2907

THE PUPIL WILL DEMONSTRATE HIS KNOWLEDGE OF AGRICULTURE IN HAWAII	0259
BY SELECTING SOME FACTS ABOUT IT FROM A LIST OF ALTERNATIVES. 50	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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HAWAII'S MAIN CROP IS	2301207
*A. SUGARCANE.	2301207
B. PINEAPPLE.	2301207
C. POI.	2301207
D. COFFEE.	2301207

MOST OF HAWAII'S SUGARCANE IS REFINED IN	2301208
A. HILO.	2301208
B. HONOLULU.	2301208
*C. CALIFORNIA.	2301208
D. CHILI.	2301208

HAWAII SUPPLIES THE UNITED STATES WITH ABOUT * * OF ITS SUGARCANE.	2301209
*A. ONE-FOURTH	2301209
B. ONE-HALF	2301209
C. THREE-QUARTERS	2301209
D. ALL	2301209

ON THE MAIN ISLAND OF HAWAII IS ONE OF THE BIGGEST CATTLE RANCHES IN THE WORLD, THE	2301210
A. MAUNA LOA.	2301210
B. KING RANCH.	2301210
*C. PARKER RANCH.	2301210
D. JAMES RANCH.	2301210

THE CROP WHICH RANKS SECOND IN IMPORTANCE IN HAWAII IS	2301211
*A. PINEAPPLE.	2301211
B. SUGARCANE.	2301211
C. COFFEE.	2301211
D. TARO.	2301211

C. NORTH CENTRAL STATES

THE STUDENT WILL SHOW HIS ABILITY TO RECOGNIZE AND IDENTIFY THE STATES IN THE NORTH CENTRAL AREA AND THE IMPORTANT WATERWAYS THAT FORM PART OF THEIR BORDERS BY LABELING STATES AND WATERWAYS ON THEIR OWN MAPS. 370	0098
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHAT DO THE STATE BORDERS OF MINNESOTA, IOWA AND MISSOURI HAVE IN COMMON? ALL ARE 2300226
A. STRAIGHT LINES. 2300226
B. BORDERED BY THE OHIO RIVER. 2300226
C. DIFFICULT TO CROSS. 2300226
*D. BORDERED BY THE MISSISSIPPI RIVER. 2300226

WHAT DO THE BORDERS OF THE STATES EAST OF THE MISSISSIPPI RIVER HAVE IN COMMON? ALL ARE 2300227
A. BORDERED BY THE OHIO RIVER. 2300227
B. BORDERED BY THE MISSISSIPPI RIVER. 2300227
*C. BORDERED BY THE GREAT LAKES. 2300227
D. DIFFICULT TO CROSS. 2300227
E. NONE OF THE ABOVE 2300227

WHICH OF THE FOLLOWING FOUR WOULD YOU CALL THE GREAT PLAINS STATES? 2300228
A. WISCONSIN, MISSOURI, NORTH DAKOTA, ILLINOIS 2300228
*B. NORTH DAKOTA, SOUTH DAKOTA, NEBRASKA, KANSAS 2300228
C. WISCONSIN, MINNESOTA, NORTH DAKOTA, MICHIGAN 2300228
D. INDIANA, OHIO, IOWA, ILLINOIS 2300228

THE OHIO RIVER FORMS THE * BOUNDARY OF ILLINOIS, 2300229
INDIANA, OHIO. 2300229
*A. SOUTHERN 2300229
B. WESTERN 2300229
C. NORTHERN 2300229
D. EASTERN 2300229

WHICH OF THE FOLLOWING STATES WOULD BE MOST LIKELY TO ENGAGE IN OCEAN SHIPPING? 2300230
A. NEBRASKA 2300230
B. KANSAS 2300230
C. NORTH DAKOTA 2300230
*D. ILLINOIS 2300230

WHICH STATE IS A PENINSULA? 2300231
A. WISCONSIN 2300231
B. ILLINOIS 2300231
C. MISSOURI 2300231
*D. MICHIGAN 2300231

WHICH STATE WOULD BENEFIT MOST FROM THE SAULT STE. MARIE CANALS AND LOCKS? 2300232
A. OHIO 2300232
*B. MINNESOTA 2300232
C. MICHIGAN 2300232
D. WISCONSIN 2300232

THE PUPIL SHOWS HIS KNOWLEDGE OF DIFFERENT TYPES OF AGRICULTURE PRACTICED IN THE STATES OF THE GREAT PLAINS REGION BY SELECTING THE CORRECT FACTS ABOUT A GIVEN STATE OR STATES. %20 0231

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

OUR COUNTRY'S LEADING PRODUCER OF *SPRING WHEAT* IS	2301006
A. NEBRASKA.	2301006
B. IOWA.	2301006
*C. NORTH DAKOTA.	2301006
D. OKLAHOMA.	2301006
THE STATE WHICH PRODUCES MOST *BEEF CATTLE* IS	2301007
A. SOUTH DAKOTA.	2301007
*B. IOWA.	2301007
C. WISCONSIN.	2301007
D. ILLINOIS.	2301007
THE STATE OF THE MIDWEST WHICH PRODUCES MOST *COTTON* IS	2301008
*A. TEXAS.	2301008
B. KANSAS.	2301008
C. OKLAHOMA.	2301008
D. MISSOURI.	2301008
THE LEADING PRODUCER OF *MILK* IN THE UNITED STATES IS	2301009
A. IOWA.	2301009
B. ILLINOIS.	2301009
C. MINNESOTA.	2301009
*D. WISCONSIN.	2301009
THE STATE WHICH PRODUCES THE MOST *WINTER WHEAT* IS	2301010
A. MINNESOTA.	2301010
*B. KANSAS.	2301010
C. ILLINOIS.	2301010
D. IOWA.	2301010
RANCHERS IN THE DRIER PARTS OF THE GREAT PLAINS RAISE	2301011
A. SPRING WHEAT.	2301011
B. BEEF CATTLE.	2301011
*C. ANGORA GOATS.	2301011
D. SOYBEANS.	2301011
OUR NATION'S LEADING PRODUCERS OF *SOYBEANS* ARE	2301012
A. NORTH DAKOTA AND SOUTH DAKOTA.	2301012
B. OHIO AND INDIANA.	2301012
C. WISCONSIN AND MINNESOTA.	2301012
*D. ILLINOIS AND IOWA.	2301012
THE LEADING PRODUCERS OF *HOGS* ARE	2301013
*A. IOWA AND ILLINOIS.	2301013
B. IOWA AND NEBRASKA.	2301013
C. WISCONSIN AND ILLINOIS.	2301013
D. KANSAS AND NEBRASKA.	2301013
THE NATION'S LEADING *CORN* PRODUCING STATES ARE	2301014
A. WISCONSIN AND ILLINOIS.	2301014
B. IOWA AND MINNESOTA.	2301014
C. WISCONSIN AND MINNESOTA.	2301014
*D. IOWA AND ILLINOIS.	2301014
NORTH DAKOTA IS A LEADER IN PRODUCTION OF	2301015
*A. SPRING WHEAT.	2301015
B. WINTER WHEAT.	2301015
C. CORN.	2301015
D. COTTON.	2301015

TEXAS IS AN OUTSTANDING PRODUCER OF	2301016
A. SOYBEANS.	2301016
*B. COTTON.	2301016
C. MILK.	2301016
D. CORN.	2301016
WISCONSIN LEADS THE UNITED STATES IN THE PRODUCTION OF	2301017
A. COTTON.	2301017
*B. MILK.	2301017
C. ANGORA GOATS.	2301017
D. CORN.	2301017
KANSAS LEADS THE COUNTRY IN THE PRODUCTION OF	2301018
*A. WINTER WHEAT.	2301018
B. SPRING WHEAT.	2301018
C. COTTON.	2301018
D. SOYBEANS.	2301018
A LEADING FRUIT GROWING STATE IS	2301019
*A. MICHIGAN.	2301019
B. MINNESOTA.	2301019
C. KANSAS.	2301019
D. ILLINOIS.	2301019
THE EASTERN SHORE OF LAKE MICHIGAN IS FAMOUS FOR ITS	2301020
*A. FRUIT ORCHARDS.	2301020
B. ANGORA GOATS.	2301020
C. WINTER WHEAT.	2301020
D. CATTLE RANCHES.	2301020
CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.	2301021
MILK	2301021
A. NORTH DAKOTA	2301021
B. KANSAS	2301021
C. IOWA	2301021
D. MICHIGAN	2301021
*E. WISCONSIN	2301021
CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.	2301022
SPRING WHEAT	2301022
*A. NORTH DAKOTA	2301022
B. KANSAS	2301022
C. IOWA	2301022
D. MICHIGAN	2301022
E. WISCONSIN	2301022
CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.	2301023
CORN	2301023
A. NORTH DAKOTA	2301023
B. KANSAS	2301023
*C. IOWA	2301023
D. MICHIGAN	2301023
E. WISCONSIN	2301023
CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE	2301024

WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.	2301023
WINTER WHEAT	2301024
A. NORTH DAKOTA	2301024
*B. KANSAS	2301024
C. IOWA	2301024
D. MICHIGAN	2301024
E. WISCONSIN	2301024

CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE	2301025
WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.	2301025

FRUIT	2301025
A. NORTH DAKOTA	2301025
B. KANSAS	2301025
C. IOWA	2301025
*D. MICHIGAN	2301025
E. WISCONSIN	2301025

THE STUDENT SHOWS HIS KNOWLEDGE OF THE MAIN NATURAL RESOURCES OF	0232
EACH OF THE STATES OF THE GREAT PLAINS REGION BY MATCHING THE	
RESOURCES WITH GIVEN STATES. %90	

MATCH THE NATURAL RESOURCE WITH THE STATE IT MOST NEARLY	2301027
REPRESENTS.	2301027

MINNESOTA	2301026
A. COAL	2301026
*B. IRON ORE	2301026
C. LIGNITE	2301026
D. GOLD	2301026
E. LIMESTONE	2301026

ILLINOIS	2301027
*A. COAL	2301027
B. IRON ORE	2301027
C. LIGNITE	2301027
D. GOLD	2301027
E. LIMESTONE	2301027

MICHIGAN	2301028
A. COAL	2301028
B. IRON ORE	2301028
C. LIGNITE	2301028
D. GOLD	2301028
*E. LIMESTONE	2301028

NORTH DAKOTA	2301029
A. COAL	2301029
B. IRON ORE	2301029
*C. LIGNITE	2301029
D. GOLD	2301029
F. LIMESTONE	2301029

SOUTH DAKOTA	2301030
A. COAL	2301030
B. IRON ORE	2301030
C. LIGNITE	2301030
*D. GOLD	2301030

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE MAJOR PRODUCER OF *IRON ORE* IN OUR COUNTRY IS

2301031

A. ILLINOIS.

2301031

B. MICHIGAN.

2301031

*C. MINNESOTA.

2301031

D. SOUTH DAKOTA.

2301031

THE MAJOR PRODUCER OF *LIGNITE* IN THE UNITED STATES IS

2301032

A. MINNESOTA.

2301032

*B. NORTH DAKOTA.

2301032

C. SOUTH DAKOTA.

2301032

D. MICHIGAN.

2301032

THE STATE WHICH PRODUCES THE MOST *GOLD* IS

2301033

*A. SOUTH DAKOTA.

2301033

B. CALIFORNIA.

2301033

C. NEVADA.

2301033

D. ARIZONA.

2301033

THE LEADING PRODUCER OF LIMESTONE IN OUR COUNTRY IS

2301034

A. NORTH DAKOTA.

2301034

B. MINNESOTA.

2301034

C. ILLINOIS.

2301034

*D. MICHIGAN.

2301034

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH AMONG WHEAT, CORN, AND DAIRY FARMS BY CLASSIFYING GIVEN EXAMPLES. %6#

0018

READ THE FOLLOWING PARAGRAPHS AND DECIDE WHETHER THE FARM THAT IS BEING DESCRIBED IS IN THE WHEAT BELT, THE CORN BELT, OR THE DAIRY BELT. IN THE COLUMNS TO THE LEFT OF THE ITEMS, CIRCLE *W* FOR WHEAT BELT, *D* FOR DAIRY BELT, AND *C* FOR CORN BELT.

W* D C FALL IS A BUSY TIME ON THE SMITH FARM. ONE OF THE MAIN CROPS IS PLANTED IN THE FALL AND REMAINS IN THE GROUND ALL WINTER.

1573

W D C* THE ROGER,S FARM IS ABOUT 160 ACRES. IN THE SPRING, THERE ARE MORE ANIMALS AROUND THAN ANY OTHER TIME OF THE YEAR. IN OCTOBER, THERE IS A BIG HARVEST WHICH LASTS ABOUT FIVE DAYS. THEN, OTHER FALL WORK IS TENDED TO.

1574

W D C* ON THIS FARM IN THE WINTER, ONE WOULD SEE A GROUP OF RED-AND-WHITE CATTLE HUDDLED BY A BARN DURING A SNOW-STORM. DURING THE SPRING, ONE WOULD SEE A BARNYARD FULL OF YOUNG ANIMALS. DURING THE FALL, TALL BROWN STALKS WOULD REMAIN WITH DRY LEAVES RUSTLING IN THE AIR.

1575

W D* C IF YOU WERE DRIVING ALONG THE ROAD TOWARD THIS FARM, YOU WOULD NOTICE A LARGE RED BARN WITH TWO SILOS. NEAR THE BARN ARE SMALLER BUILDINGS FOR STORAGE OF MANY DIFFERENT THINGS. COWS CAN BE SEEN GRAZING ON HILLY

1576

LANDS AND THROUGH THE MANY PATCHES OF WOODLAND.

W D* C IN LOOKING AT A PLAN OF THIS PARTICULAR FARM WE WOULD 1577
FIND SUCH PRODUCTS GROWN AS HAY, ALFALFA, OATS AND A
GREAT DEAL OF PASTURE.

W D* C ON THIS FARM, *MOST* OF THE GRAINS THAT ARE RAISED ARE 1578
FED TO CATTLE, HOGS AND OTHER ANIMALS. BESIDE THE GRAIN
PRODUCTS, WE WOULD FIND OATS, HAY AND SOYBEANS.

GIVEN FACTS CONCERNING AN IMAGINARY FARM, THE STUDENT WILL 0019
DEMONSTRATE HIS UNDERSTANDING OF FARM AREAS BY DETERMINING THE
VALIDITY OF GIVEN STATEMENTS RELATING TO THE LOCATION, CLIMATE,
SOIL AND TOPOGRAPHY OF THIS PARTICULAR AREA. %8n

READ THE PASSAGE BELOW AND CIRCLE THE *V* FOR VALID IF YOU
AGREE WITH THE STATEMENT. IF YOU DISAGREE WITH THE SENTENCE,
CIRCLE THE *I* FOR INVALID.

JIMMY JONES LIVES ON A FARM IN THE STATE OF WELLINGTON WHICH
IS ABOUT 600 ACRES. IT IS A LARGE FARM SITUATED ON VERY FLAT
LAND. JIMMY,S FATHER HAS MANY COWS, HOGS, AND CHICKENS BUT
THERE,S NOT A SINGLE HORSE FOR JIMMY TO RIDE.

FALL IS A BUSY TIME ON THE JONE,S FARM. SOME CROPS ARE PLANT-
ED IN THE FALL AND SOME OF THE CROPS THAT WERE PLANTED IN THE
SPRING ARE CUT TO BE USED IN THE FALL.

THE CLIMATE IS A VERY COMFORTABLE ONE IN COOL WINTERS AND
WARM SUMMERS. HOWEVER, RAINFALL IN THIS AREA IS RATHER LIGHT.
THERE ARE VERY FEW LAKES OR RIVERS NEAR JIMMY,S FATHER,S FARM.
SOMETIMES, IT BECOMES VERY HOT IN THE SUMMER.

SOMETIMES JIMMY LIKES TO DIG FOR THINGS. IN DOING SO, HE
FINDS NICE BLACK SOIL AND SOMETIMES LOG ROOTS OF PLANTS THAT
GO DOWN IN THE EARTH A LONG, LONG WAYS. IT IS EASY FOR
HIM TO DIG, THOUGH, BECAUSE THERE IS ONLY SHORT GRASS FOUND IN
THIS AREA.

RIGHT NOW, IT IS SUMMER WHERE JIMMY LIVES BUT HE IS LOOKING
FORWARD TO WINTER BECAUSE HE REALLY ENJOYS WINTER SPORTS.

V* I WHEAT CAN BE GROWN ON THIS FARM. 1579

V I* CORN IS GROWN ON THE JONES, FARM. 1580

V* I CULTIVATION AND PLOWING IS EASILY DONE ON THIS FARM. 1581

V I* THE JONES, FARM IS A DAIRY FARM SINCE IT HAS COWS. 1582

V I* SORGHUM COULD NOT BE GROWN ON THIS FARM BECAUSE OF THE 1584
LOCATION.

V I* THIS FARM COULD BE LOCATED IN A FARM AREA COMPARABLE TO 1585
THOSE FOUND IN WISCONSIN.

V* I THIS FARM COULD BE LOCATED IN A WHEAT BELT AREA. 1586

V I* DAIRY PRODUCTS COULD NOT BE FOUND ON THIS AREA. 1587

THE STUDENT CAN RECOGNIZE WHICH GEOGRAPHICAL FEATURES CONTRIBUTED TO THE DEVELOPMENTAL PATTERN OF THE MIDDLE-WESTERN STATES BY CORRECTLY MATCHING GEOGRAPHICAL FEATURES TO THE DEVELOPMENT OF THE MIDWESTERN STATES. %9d 0091

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

WHICH OF THE FOLLOWING PLAYED THE MOST IMPORTANT ROLE IN THE EARLY GROWTH OF THIS REGION? 2300167
 *A. THE GREAT LAKES 2300167
 B. THE LOW, FLAT, GROUND 2300167
 C. MISSISSIPPI RIVER 2300167
 D. THE MANY LARGE CITIES 2300167

WHERE WOULD YOU BE MOST LIKELY TO FIND A PORT CITY AT THE * * OF A RIVER. 2300168
 A. SOURCE 2300168
 B. TRIBUTARY JUNCTION 2300168
 *C. MOUTH 2300168
 D. BEND 2300168

MOST OF THE BIG CITIES ARE LOCATED ALONG THE SHORES OF THE GREAT LAKES AND ON THE RIVERS. THE MOST IMPORTANT REASON FOR THIS IS THAT THESE LAKES AND RIVERS 2300169
 A. FURNISH DRINKING WATER. 2300169
 B. FURNISH POWER FOR ELECTRICITY. 2300169
 C. MAKE THE CLIMATE BETTER. 2300169
 *D. ARE IMPORTANT TRANSPORTATION ROUTES. 2300169

A PHYSICAL MAP OF THE MIDDLE WESTERN STATES SHOWS THE AREA TO BE COLORED GREEN. AFTER LOOKING AT THE MAP KEY YOU COULD GUESS THAT MOST OF THE AREA WOULD BE ENGAGED IN 2300170
 A. MINING. 2300170
 *B. FARMING. 2300170
 C. MANUFACTURING. 2300170
 D. TRADING. 2300170

ENLARGING A TRADING MARKET IS IMPORTANT IN THE DEVELOPMENT AND GROWTH OF AN AREA. WHICH OF THE FOLLOWING WAS OF THE GREATEST BENEFIT TO THE MIDDLE WEST IN THE LAST TEN YEARS? 2300171
 A. BUILDING OF NEW RAILROADS 2300171
 *B. OPENING OF THE ST. LAWRENCE SEAWAY 2300171
 C. BUILDING OF NEW HIGHWAYS 2300171
 D. BUILDING LARGER CARGO PLANES 2300171

IF YOU OWNED AN IRON MINE IN MINNESOTA WHICH OF THE FOLLOWING WOULD FURNISH THE BEST TRANSPORTATION TO GET YOUR PRODUCT TO A BUYER? 2300172
 A. INTERSTATE HIGHWAYS 2300172
 B. MISSISSIPPI RIVER 2300172
 C. RAILROADS 2300172
 *D. GREAT LAKES 2300172

MOST OF THE GREAT PLAINES STATES ARE GOOD FOR FARMING FOR THE SOIL IS RICH AND THE LAND IS FLAT. HOWEVER, THERE IS LESS RAIN THAN IN THE MIDDLE-WESTERN STATES. 2300173
 2300173
 2300173

HOW WOULD YOU SOLVE THIS PROBLEM IF YOU OWNED A LARGE FARM IN KANSAS? 2300173
 2300173

- *A. RAISE CROPS THAT NEED LESS RAIN 2300173
- B. RAISE SHEEP 2300173
- C. BUILD IRRIGATION DITCHES 2300173
- D. RAISE DAIRY CATTLE 2300173

- WHAT IS THE MOST SINGLE OUTSTANDING PHYSICAL FEATURE OF THE 2300174
- N. CENTRAL REGION THAT CAN BE FOUND IN NO OTHER AREA OF THE USAO 2300174
- A. ST. LAWRENCE SEAWAY 2300174
- *B. FOUR OF THE GREAT LAKES 2300174
- C. MISSISSIPPI RIVER 2300174
- D. OHIO RIVER 2300174

- MOST OF THE AREA IS SUITED FOR FARMING AND CORN IS THE MOST 2300175
- IMPORTANT CROP. CORN IS RAISED MAINLY TODAY TO 2300175
- A. FEED PEOPLE. 2300175
- B. MAKE FERTILIZER. 2300175
- C. MAKE CEREAL. 2300175
- *D. FEED HOGS AND CATTLE. 2300175

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES FROM 0363
GIVEN PARAGRAPHS BY EVALUATING THE VALIDITY OF EACH STATEMENT.%4

DIRECTIONS - READ THE FOLLOWING PARAGRAPH AND THEN DECIDE
WHETHER THE STATEMENTS FOLLOWING IT ARE PROBABLY TRUE, PROBABLY
FALSE OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE
FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

AFTER SETTLING, A PIONEER HAD ONLY HIS RIFLE, HIS WIT, AND HIS 2557
WORK TO KEEP HIM AND HIS FAMILY ALIVE. THERE WERE NO STORES, 2557
SCHOOLS, CHURCHES, OR PLACES WHERE HE COULD GO FOR HELP. PIONEERS 2557
HELPED EACH OTHER WHENEVER THEY COULD. INDIAN FIGHTS AND SCARES 2557
ADDED TO THE DANGER. 2557

THE PIONEERS HAD TO BRING THEIR TOOLS WITH THEM WHEN THEY 2557
SETTLED. 2557

- *A. PROBABLY TRUE 2557
- B. PROBABLY FALSE 2557
- C. CAN'T TELL 2557

PIONEER WOMEN HAD AN EASY LIFE IN ILLINOIS. 2558

- A. PROBABLY TRUE 2558
- *B. PROBABLY FALSE 2558
- C. CAN'T TELL 2558

THE PIONEER SOMETIMES HAD TO USE HIS RIFLE TO DEFEND HIMSELF 2559
AGAINST INDIANS. 2559

- *A. PROBABLY TRUE 2559
- B. PROBABLY FALSE 2559
- C. CAN'T TELL 2559

THE SETTLERS CHOSE THE WOODED AREAS ALONG THE RIVERBANKS FOR 2560
THEIR HOMES. 2560

- A. PROBABLY TRUE 2560
- B. PROBABLY FALSE 2560
- *C. CAN'T TELL 2560

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH RELEVANT AND NONRELEVANT DATA BY DETERMINING THE RELEVANCY OF GIVEN INFORMATION IN RELATION TO A GIVEN SITUATION. %5d 0362

THE STUDENTS OF A FOURTH GRADE ARE WRITING A PLAY ABOUT PIONEER LIFE IN ILLINIOS. THEY WANT TO KNOW ABOUT ACTIVITIES THE PIONEERS DID O HAVE A GOOD TIME. 0071

DIRECTIONS - READ EACH OF THE FOLLOWING PARAGRAPHS AND TELL WHICH OF THEM WOULD HELP THE STUDENTS TO FIND OUT ABOUT HAVING FUN IN PIONEER TIMES.

COUNTY FAIRS OFTEN RUN HORSE RACES. AMUSEMENT COMPANIES SET UP FERRIS WHEELS, MERRY-GO-ROUNDS, AIRPLANE RIDES, AND OTHER FUN DEVICES. FARM PEOPLE HAVE A GOOD TIME AT THESE FAIRS. 2548
A. THIS PARAGRAPH HELPS. 2548
*B. THIS PARAGRAPH DOES NOT HELP. 2548

PIONEER PEOPLE OFTEN HAD GOOD TIMES. MEN AND BOYS MIGHT SPEND SUNDAYS SHOOTING AT TARGETS. HUNTING FOR WILD GAME, FISHING, OR BREAKING HORSES. WOMEN LIKED QUILTING BEES. 2549
*A. THIS PARAGRAPH HELPS. 2549
B. THIS PARAGRAPH DOES NOT HELP. 2549

THE PIONEER GOT WHAT HE NEEDED BY TRADING. IF HE RAISED MORE CORN THAN HE NEEDED, HE TRADED IT FOR CLOTH, A COW, OR WHATEVER HE WANTED AND COULD GET. 2550
A. THIS PARAGRAPH HELPS. 2550
*B. THIS PARAGRAPH DOES NOT HELP. 2550

THE PIONEER ALSO MADE BENCHES, TABLES, AND OTHER FURNITURE FOR HIS CABIN. THE PIONEER WIFE MADE CAPS AND MOCCASINS FROM BUFFALO SKINS. 2551
A. THIS PARAGRAPH HELPS. 2551
*B. THIS PARAGRAPH DOES NOT HELP. 2551

EVERYONE LIKED TO GO TO A SHUCKING BEE. EARS OF CORN IN THE HUSK WERE PLACED IN PILES. TEAMS WERE CHOSEN. THE FIRST TEAM TO FINISH HUSKING ITS PILES WAS THE WINNER. IF A HUSKER FOUND A RED EAR OF CORN, HE WAS ENTITLED TO CLAIM A KISS FROM THE GIRLS. AFTERWARD THERE WAS SQUARE DANCING LED BY A FIDDLER. THE FIDDLE WAS THE ONLY MUSICAL INSTRUMENT THE PIONEERS HAD. 2552
*A. THIS PARAGRAPH HELPS. 2552
B. THIS PARAGRAPH DOES NOT HELP. 2552

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY FAMOUS PEOPLE IN ILLINOIS HISTORY BY MATCHING THEM WITH THE ACCOMPLISHMENT. %15d 0370

DIRECTIONS - MATCH EACH PERSON WITH WHAT HE %OR SHE% HAS ACCOMPLISHED. 0074

- A. JANE ADDAMS
- B. SHADRACK BOND
- C. GEORGE ROGERS CLARK
- D. JOHN DEERE
- E. STEPHEN A. DOUGLAS
- F. ENRICO FERMI

G. ERNEST HEMINGWAY
 H. LOUIS JOLIET
 I. JOHN KINZIE
 J. SIEUR DE LA SALLE
 K. JACQUES MARQUETTE
 L. CYRUS MC CORMICK
 M. GEORGE PULLMAN
 N. CARL SANDBURG
 O. LAFEDO TAFT
 P. MONTGOMERY WARD
 Q. FRANK LLOYD WRIGHT

FOUNDED A SETTLEMENT HOUSE IN CHICAGO. *A	2621
CAPTURED FORTS AT VINCENNES AND HELD THEM UNTIL THE CLOSE OF THE REVOLUTIONARY WAR. *C	2622 2627
INVENTED STEEL PLOW THAT CLEANS ITSELF AS IT PLOWS. *D	2623
DEBATED THE ISSUE OF SLAVERY WITH ABRAHAM LINCOLN. *E	2624
PIONEERED IN NUCLEAR RESEARCH. *F	2625
ALONG WITH MARQUETTE, WAS THE FIRST WHITE MAN TO COME TO ILLINOIS. *H	2626 2626
FOUNDED A MISSION AT KASKASKIA. *K	2627
INVENTED THE REAPER. *L	2628
DESIGNED MANY BUILDINGS IN CHICAGO AREA. *Q	2629
WROTE POETRY ABOUT CHICAGO AND THE MIDWEST. *N	2630
EXPLORED MISSISSIPPI VALLEY AND BUILT TWO FORTS IN ILLINOIS. *J	2631
LIVED NEAR FORT DEARBORN AND BECAME ONE OF ITS LEADERS AFTER THE INDIAN ATTACK. *I	2632 2632
BECAME FIRST GOVERNOR OF ILLINOIS. *R	2633
SCULPTED MANY STATUES IN ILLINOIS. *O	2634
FOUNDED A LARGE MAIL ORDER COMPANY. *P	2635

THE STUDENT WILL PREDICT THE CHANGES THAT MIGHT HAVE OCCURRED IF GEORGE ROGERS CLARK HAD LOST THE BATTLE AT VINCENNES BY INDICATING FROM A SERIES OF STATEMENTS WHICH WOULD PROBABLY BE TRUE AND WHICH WOULD PROBABLY BE FALSE. *4d	0371
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DIRECTIONS - IMAGINE THAT GEORGE ROGERS CLARK HAD LOST THE BATTLE
WITH THE BRITISH AT VINCENNES. READ EACH STATEMENT. CIRCLE THE
A IF YOU THINK IT IS PROBABLY TRUE. IF YOU THINK IT WOULD BE
PROBABLY FALSE, CIRCLE THE *B*.

ILLINOIS WOULD *NOT* HAVE BEEN PART OF THE NORTHWEST TERRITORY. *A	2636 2636
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THE UNITED STATES WOULD BE UNDER BRITISH CONTROL TODAY. *B	2637
PIONEERS IN ILLINOIS WOULD NOT HAVE HAD RELIGIOUS FREEDOM. *A	2638
ILLINOIS MIGHT HAVE BECOME A PART OF CANADA. *A	2639

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE IMPORTANCE OF FACT AND OPINION STATEMENTS BY SELECTING THE STATEMENT MOST DIFFICULT TO PROVE. %100	0369
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DIRECTIONS - IN EACH OF THE FOLLOWING QUESTIONS THERE IS ONE OF
THREE STATEMENTS WHICH WOULD BE HARDER TO PROVE THAN THE OTHER
TWO. CIRCLE THE LETTER OF THE STATEMENT THAT WOULD BE *MOST*
DIFFICULT TO PROVE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2611
*A. THE WORLDS COLUMBIAN EXPOSITION WAS THE MOST BEAUTIFUL OF ALL THE WORLDS FAIRS EVER HELD.	2611
B. THE EXPOSITION WAS HELD IN HONOR OF THE 400TH ANNIVERSARY OF THE DISCOVERY OF AMERICA BY COLUMBUS.	2611
C. A NEW RIDE INVENTED BY MR. GEORGE FERRIS WAS USED.	2611

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2612
A. IN 1858 ABRAHAM LINCOLN WAS NOMINATED AS CANDIDATE FOR UNITED STATES SENATOR FROM ILLINOIS.	2612
B. SEVEN LINCOLN-DOUGLAS DEBATES TOOK PLACE BETWEEN AUGUST 21 AND OCTOBER 15, 1858.	2612
*C. LINCOLN BECAME ONE OF THE MOST WELL-LIKED MEN IN AMERICA BECAUSE OF HIS DEBATES.	2612

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2613
A. JOHN DEERE WAS A BLACKSMITH IN THE TOWN OF GRAND DETOUR.	2613
*B. JOHN DEERE'S INVENTION IS OF GREATER VALUE THAN THAT OF CYRUS MC CORMICK.	2613
C. CYRUS MC CORMICK WAS THE INVENTOR OF THE REAPER.	2613

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2614
A. THE FIRST INSTITUTION OF HIGHER EDUCATION IN ILLINOIS WAS ILLINOIS COLLEGE AT JACKSONVILLE.	2614
*B. ANY STUDENT PLANNING TO ENTER TEACHING SHOULD ATTEND THE UNIVERSITY OF ILLINOIS.	2614
C. PART OF OUR TAXES HELPS TO SUPPORT THE STATE UNIVERSITIES.	2614

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2615
A. FEW BUILDINGS SURVIVED THE CHICAGO FIRE.	2615
B. FIREMEN USED DYNAMITE TO BLOW UP BUILDINGS IN THE PATH OF THE FIRE.	2615
*C. MRS. O LEARY'S COW KICKED OVER A LAMP AND STARTED THE FIRE.	2615

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2616
A. STATEVILLE IS THE LARGEST PENITENTIARY IN ILLINOIS.	2616
B. ILLINOIS HAS A REFORM SCHOOL FOR GIRLS.	2616
*C. *ALL* PRISONERS ARE HELPED TO BECOME GOOD CITIZENS.	2616

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2617
*A. THE MOST IMPORTANT DUTY OF A CITIZEN IS TO PAY HIS TAXES.	2617
B. THE STATE GOVERNMENT IS SUPPORTED BY TAXES.	2617
C. REAL ESTATE TAX IS TAX PAID ON LAND AND BUILDINGS.	2617

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2618
*A. LINCOLN PARK IS CHICAGO'S MOST BEAUTIFUL PARK.	2618
B. LINCOLN PARK ZOO HAS ANIMALS FROM MANY CONTINENTS.	2618
C. RARE PLANTS AND FLOWERS ARE FOUND IN THE LINCOLN PARK CONSERVATORY.	2618

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2619
A. JANE ADDAMS FOUNDED THE FIRST SETTLEMENT HOUSE IN CHICAGO.	2619
B. MOST OF THE NEIGHBORS AROUND HULL HOUSE WERE IMMIGRANTS.	2619
*C. JANE ADDAMS IS ONE OF THE MOST LOVED WOMEN IN THE WORLD.	2619

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2620
A. LA SALLE BUILT FORT ST. LOUIS AT STARVED ROCK.	2620
*B. STARVED ROCK IS THE MOST WELL-KNOWN STATE PARK.	2620
C. THE ILLINOIS INDIANS STARVED TO DEATH AT STARVED ROCK.	2620

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE ILLINOIS GOVERNMENT BY LABELING A SERIES OF STATEMENTS TRUE OR FALSE. %12n	0367
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DIRECTIONS - READ EACH SENTENCE. IF IT IS TRUE, CIRCLE THE *A*. IF IT IS FALSE, CIRCLE THE *B*.

THE CHIEF OFFICIAL OF THE STATE IS THE GOVERNOR. *A	2592
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THE GOVERNOR SERVES A TERM OF TWO YEARS. *B	2593
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THE POWER OF VETO IS THE RIGHT OF THE GOVERNOR TO CALL OUT THE STATE MILITIA. *B	2594
	2594

ALL GOVERNMENT WORKERS ARE ELECTED. *B	2595
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THE STATE GOVERNMENT IS SUPPORTED BY TAXES. *A	2596
--	------

SPRINGFIELD IS THE STATE CAPITAL. *A	2597
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THE SENATE MEETS IN THE CENTENNIAL BUILDING. *B	2598
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THERE ARE MANY BOOKS ABOUT LINCOLN IN THE ILLINOIS STATE HISTORICAL LIBRARY. *A	2599
	2599

THE STATE SUPPORTS HOSPITALS FOR HANDICAPPED AND DEPENDENT PEOPLE. *A	2600
	2600

IN SOME KINDS OF COURTS THE JUDGES ARE CALLED JUSTICES AND MAGISTRATES. *A	2601
	2601

FIFTEEN PEOPLE SERVE ON A JURY. *B	2602
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THE CENTENNIAL BUILDING WAS BUILT IN MEMORY OF ILLINOIS 100TH BIRTHDAY AS A STATE. *A	2603
	2603

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY CHICAGO LANDMARKS BY MATCHING DESCRIPTIONS AND NAMES OF LANDMARKS. %7n	0368
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DIRECTIONS - BOB AND ANN HAVE TAKEN A TRIP TO CHICAGO TO VISIT THE LANDMARKS OF THE AREA. THEIR FRIEND, ANDY, IS GIVING THEM A TOUR. MATCH THE CORRECT LANDMARK WITH EACH DESCRIPTION.

0073

- A. ADLER PLAZA
- B. BOARD OF TRADE
- C. CHICAGO WATER TOWER
- D. CHICAGO HISTORICAL SOCIETY
- E. FIELD MUSEUM
- F. MERCHANDISE MART
- G. MUSEUM OF SCIENCE AND INDUSTRY
- H. SHEDD AQUARIUM
- I. TRIBUNE TOWER

I HAVE FUN HERE, ANDY TELLS BOB AND ANN. THIS BUILDING IS FULL OF EXHIBITS OF ANCIENT PEOPLES, PLANTS AND ANIMALS FROM ALL OVER THE WORLD SINCE WAY BACK. *E

2604
2604
2604

HERE IS A PLACE WHERE ONE MAY LEARN ABOUT STARS, THE SUN, AND OTHER HEAVENLY BODIES. UNDER THE BIG COPPER DOME IS AN AUDITORIUM. *A

2605
2605
2605

THIS BUILDING WAS ONE OF THE FEW BUILDINGS LEFT IN THE BURNED AREA AFTER THE CHICAGO FIRE, ANDY SAYS. AT NIGHT IT IS LIGHTED WITH AMBER LIGHTS. *C

2606
2606
2606

ONE OF THE *LARGEST* BUILDINGS IN THE WORLD IS IN CHICAGO, ANDY TELLS BOB AND ANN. IT HOUSES A BANK, AND A POST OFFICE AS WELL AS MANY SHOPS AND RESTAURANTS. IT A CENTER WHERE MANUFACTURERS HAVE THEIR SHOWROOMS. *F

2607
2607
2607
2607

HERE WE CAN SEE HOW MANY MODERN INDUSTRIES DEVELOPED. WE SHALL SEE SMALL SCALE MODELS OF HOW THEY ARE BUILT. G

2608
2608

CORN, SOYBEANS, OATS, WHEAT, AND SOME COTTON ARE BOUGHT AND SOLD HERE, SAYS ANDY. WHY IS IT SO NOISY ANN ASKS. THE BUYERS ARE TRYING TO OUTBID OTHERS FOR THE GRAIN, ANDY REPLIES. *B

2609
2609
2609

LOOK AT ALL THE DIFFERENT KINDS OF FISH BOB EXCLAIMS. THERE ARE OVER 10,000 KINDS OF FISH FROM ALL PARTS OF THE WORLD HERE, ANDY TELLS HIM. *H

2610
2610
2610

D. NORTH EASTERN STATES

THE STUDENT SHOWS A KNOWLEDGE OF CHIEF OCCUPATION OF EACH STATE OF THE NORTHEAST REGION BY *A* SELECTING THE CORRECT OCCUPATION AND *B* CORRECTLY LABELING THE STATE WITH THE OCCUPATION. *5*

0230

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

MAINE

- A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING
- *B. FARMING, FISHING, LUMBERING

2301001
2301001
2301001

- | | |
|---|---------|
| C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING,
FISHING | 2301001 |
| D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING | 2301001 |
| F. JEWELRY MAKING, POULTRY RAISING | 2301001 |

VERMONT

- | | |
|--|---------|
| *A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING | 2301002 |
| B. FARMING, FISHING, LUMBERING | 2301002 |
| C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING, FISHING | 2301002 |
| D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING | 2301002 |
| E. JEWELRY MAKING, POULTRY RAISING | 2301002 |

NEW HAMPSHIRE

- | | |
|---|---------|
| A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING | 2301003 |
| B. FARMING, FISHING, LUMBERING | 2301003 |
| C. MAKING TEXTILES, MAKING PAPER LEATHER WORK, FARMING, FISHING | 2301003 |
| *D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING | 2301003 |
| E. JEWELRY MAKING, POULTRY RAISING | 2301003 |

RHODE ISLAND

- | | |
|--|---------|
| A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING | 2301004 |
| B. FARMING, FISHING, LUMBERING | 2301004 |
| C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING, FISHING | 2301004 |
| D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING | 2301004 |
| *E. JEWELRY MAKING, POULTRY RAISING | 2301004 |

MASSACHUSETTS

- | | |
|--|---------|
| A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING | 2301005 |
| B. FARMING, FISHING, LUMBERING | 2301005 |
| *C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING,
FISHING | 2301005 |
| D. FARMING, LEATHER WORK, PAPER MAKING AND PRINTING | 2301005 |
| E. JEWELRY MAKING, POULTRY RAISING | 2301005 |

[illegible]

A MONEY CROP FROM THE SEA

IN THE ATLANTIC OCEAN MANY MILES NORTH EAST OF PLYMOUTH THERE
IS A HIGH LEVEL SHELF OF LAND BELOW THE WATER. THIS SHELF IS
CALLED THE GRAND BANK. IT IS A GOOD FEEDING PLACE FOR CODFISH.

THREE TIMES A YEAR MEN GET TOGETHER AND GO TO THE GRAND BANK TO FISH. THEY USUALLY RETURN WITH THE BOAT FILLED WITH CODFISH.

3120 AFTER THE FISH IS CLEANED AND SALTED IT IS LEFT IN THE SUN TO
3120 DRY. THE MEAT OF THE COD IS GOOD. THE BONES MAKE FINE FERTILIZER. 3120

THE OIL IS USED FOR MEDICINE.

FISH MADE A GOOD MONEY CROP BECAUSE THE PEOPLE IN EUROPE WOULD 3120

BUY ALL OF THE FISH THEY COULD GET.

100

THE GRAND BANK WAS THE *BEST* SOURCE OF CODFISH FOR PLYMOUTH COLONY.	3120
*A. PROBABLY TRUE	3120
B. PROBABLY FALSE	3120
C. CAN,T SAY	3120
THE CRANK BANK IS ABOUT 100 MILES FROM PLYMOUTH.	3121
A. PROBABLY TRUE	3121
B. PROBABLY FALSE	3121
*C. CAN,T SAY	3121
THE FISH WERE CAUGHT IN NETS.	3122
A. PROBABLY TRUE	3122
B. PROBABLY FALSE	3122
*C. CAN,T SAY	3122
CODFISH IS CAUGHT IN THE DEEPEST PART OF THE OCEAN.	3123
A. PROBABLY TRUE	3123
*B. PROBABLY FALSE	3123
C. CAN,T SAY	3123
CODLIVER OIL IS MADE FROM CODFISH.	3124
*A. PROBABLY TRUE	3124
B. PROBABLY FALSE	3124
C. CAN,T SAY	3124

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SOIL AND CLIMATIC CONDITIONS OF THE NEW ENGLAND STATES BY SELECTING THEM IN A GIVEN LIST. %100 0027

ON THE PLANK NEXT TO EACH WORK, WRITE *A* IF THE WORD DESCRIBES THE SOIL AND/OR CLIMATE OF THE NEW ENGLAND STATES OR *B* IF THE WORD IS *NOT* DESCRIPTIVE OF NEW ENGLAND,S SOIL OR CLIMATE.

ROCKY *A	1649
HEAVY RAINFALL IN WINTER *B	1650
HILLY *A	1651
LONG, HOT, DRY SUMMERS *B	1652
MILD, SHORT WINTER *B	1653
SANDY *A	1654
MARSHY *B	1655
LONG, COLD WINTERS *A	1656
LITTLE RAINFALL ALL YEAR *A	1657
SHORT SUMMER *A	1658

GIVEN A LIST OF FAMOUS NEW ENGLANDERS, THE STUDENT WILL BE ABLE TO APPLY HIS KNOWLEDGE OF THEIR CONTRIBUTIONS TO AMERICAN HISTORY OR CULTURE BY MATCHING THE PERSONALITY WITH HIS HISTORICAL ROLE. %15

0028

THE LIST CONTAINS THE NAMES OF NEW ENGLAND WRITERS, POETS, POLITICIANS, ETC.. MARK EACH BLANK WITH ONE OF THE FOLLOWING CODE LETTERS.

- A. WRITER
- B. POET
- C. POLITICIAN
- D. OTHER

JOHN ADAMS *C	1659
JOHN GREENLEAF WHITTIER *B	1660
RALPH WALDO EMERSON *A	1661
JOHN KENNEDY *C	1662
ROBERT FROST *B	1663
PAUL REVERE *D	1664
CALVIN COOLIDGE *C	1665
HENRY DAVID THORFAU *A	1666
NATHANIEL HAWTHORNE *A	1667
DANIEL WEBSTER *C	1668
LOUISA MAY ALCOTT *A	1669
JOHNNY %CHAPMAN APPLESEED *D	1670
HENRY LONGFELLOW *B	1671
SAMUEL ADAMS *C	1672
THOMAS PAINE *A	1673

THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING THE VALIDITY OF CONCLUSIONS. %4

0426

DIRECTIONS - READ THE STORY BELOW CAREFULLY AND THEN READ EACH OF THE STATEMENTS FOLLOWING IT. DECIDE WHETHER THE STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE STORY.

EVEN LONG AGO WHEN THE DUTCH LIVED IN THE VILLAGE OF NEW AMSTERDAM, THE HARBOR WAS A BUSY PLACE. AFTER THE COLONIES BECAME THE UNITED STATES OF AMERICA, MORE SHIPS FROM ALL OVER THE WORLD CARRIED GOODS IN AND OUT OF NEW YORK HARBOR.

EARLY DUTCH AND ENGLISH SHIPS TOOK HIDES, FURS, LUMBER, AND WHEAT TO EUROPE. LATER THESE RAW MATERIALS WERE MADE INTO THINGS

3111
3111
3111
3111
3111
3111

TO WEAR OR USE BEFORE THEY WERE SHIPPED.	3111
HUNDREDS OF FACTORIES WERE BUILT IN NEW YORK CITY.	3111
*A. PROBABLY TRUE	3111
B. PROBABLY FALSE	3111
C. CAN'T SAY	3111
MANY PEOPLE IN NEW YORK CITY WERE SHIP BUILDERS.	3112
A. PROBABLY TRUE	3112
B. PROBABLY FALSE	3112
*C. CAN'T SAY	3112
PEOPLE HAD LEARNED THAT THEY COULD MAKE MORE MONEY FROM MANUFACTURED GOODS THAN BY SELLING THE RAW MATERIALS.	3113
*A. PROBABLY TRUE	3113
B. PROBABLY FALSE	3113
C. CAN'T SAY	3113
AS NEW YORK GREW TO BE A LARGE CITY MORE PEOPLE BECAME FARMERS.	3114
A. PROBABLY TRUE	3114
*B. PROBABLY FALSE	3114
C. CAN'T SAY	3114

THE STUDENT WILL SHOW KNOWLEDGE OF THE SEQUENCE OF EVENTS IN THE BUILDING OF NEW YORK CITY BY ARRANGING EVENTS IN CHRONOLOGICAL ORDER. %5	0423
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DIRECTIONS - NUMBER THE FOLLOWING EVENTS IN THE ORDER IN WHICH
THEY OCCURRED.

SETTLERS BEGAN TO SHIP FURS TO EUROPEAN MARKETS. *2	3079
NEW YORK CITY BECAME THE LARGEST CITY IN THE NEW WORLD. *5	3080
DUTCH SETTLERS CAME TO NEW AMSTERDAM. *1	3081
MANY IMMIGRANTS CAME TO LIVE IN THE HARBOR CITY OF NEW YORK. *3	3082
SHIPS, TRAINS, TRUCKS, AND BARGES BROUGHT RAW MATERIAL FOR NEW YORK FACTORIES. *4	3083 3083

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE CONTRIBUTION GOOD HARBORS PLAYED IN NEW YORK CITY'S GROWTH BY CHOOSING THE TRUE STATEMENTS FROM A LIST. %4	0417
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DIRECTIONS - CIRCLE THE *A* IN FRONT OF EACH STATEMENT THAT IS
TRUE. CIRCLE THE *B* IN FRONT OF EACH STATEMENT THAT IS FALSE.

AN EXCELLENT HARBOR HELPED NEW YORK BECOME A GOOD SEAPORT. *A	3049
NEW YORK BECAME A GOOD SEAPORT BECAUSE ALL OF THE PEOPLE LIVING THERE WERE SAILORS. *B	3050 3050
RIVERS LEADING INLAND FROM NEW YORK HELPED THE CITY BECOME A GOOD SEAPORT. *A	3051 3052

MOUNTAINS SURROUNDING THE CITY PROTECTED SHIPS THAT SAILED INTO NEW YORK HARBOR. *B	3053 3053
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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW NEW YORKERS WORK TOGETHER TO SOLVE PROBLEMS BY MATCHING THE PROBLEM WITH ATTEMPTED SOLUTIONS. %50	0418
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DIRECTIONS - NEW YORKERS WORK TOGETHER TO SOLVE THEIR PROBLEMS. MATCH THE PROBLEM BELOW WITH THE SOLUTION.	0102
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- A. DAMS BUILT TO SAVE WATER
- B. MORE POWER PLANTS BUILT
- C. TALL BUILDINGS WERE BUILT
- D. NEW APARTMENTS BUILT
- F. BIG BRIDGES WERE BUILT
- F. OLD BUILDINGS TORN DOWN

CROWDED APARTMENTS *D	3054
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SOME BUILDINGS WERE VERY OLD *F	3055
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NEED FOR A BETTER WATER SUPPLY *A	3056
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NOT ENOUGH ELECTRICITY *B	3057
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LITTLE SPACE *C	3058
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E. PACIFIC NORTH WEST

THE STUDENT SHOWS A KNOWLEDGE OF CHIEF OCCUPATIONS OF THE PACIFIC NORTHWEST AREA BY %A0 SELECTING THE CORRECT OCCUPATION AND %B0 CORRECTLY LABELING THE STATE WITH THE OCCUPATION. %50	0244
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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IDAHO	2301114
A. MINING, CATTLE AND SHEEP RAISING, FARMING	2301114
*B. LUMBERING, MINING, FARMING	2301114
C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301114
D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT	2301114
E. MINING, SMELTING, SHEEP RAISING, FARMING	2301114

MONTANA	2301115
A. MINING, CATTLE AND SHEEP RAISING, FARMING	2301115
B. LUMBERING, MINING, FARMING	2301115
C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301115
D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT	2301115
*F. MINING, SMELTING, SHEEP RAISING, FARMING	2301115

OREGON	2301116
A. MINING, CATTLE AND SHEEP RAISING, FARMING	2301116

H. LUMBERING, MINING, FARMING	2301116
*C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301116
D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT	2301116
F. MINING, SMELTING, SHEEP RAISING, FARMING	2301116

WASHINGTON

A. MINING, CATTLE AND SHEEP REISING, FARMING	2301117
H. LUMBERING, MINING, FARMING	2301117
C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301117
*D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT	2301117
F. MINING, SMELTING, SHEEP RAISING, FARMING	2301117

WYOMING

*A. MINING, CATTLE AND SHEEP RAISING, FARMING	2301118
H. LUMBERING, MINING, FARMING	2301118
C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301118
D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFTS	2301118
F. MINING, SMELTING, SHEEP RAISING, FARMING	2301118

F. SOUTH AND SOUTH EAST

THE PUPIL WILL DEMONSTRATE HIS KNOWLEDGE OF THE LOCATION OF SELECTED NATURAL RESOURCES OF THE SOUTH BY CORRECTLY MATCHING THE RESOURCES WITH GIVEN STATES. %40	0236
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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LIMESTONE

A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301085
*B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301085
C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301085

OIL

A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301086
B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301086
*C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301086

NATURAL GAS

A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301087
B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301087
*C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301087

COAL

*A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301088
B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301088
C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301088

THE PUPIL WILL DISPLAY HIS KNOWLEDGE OF THE T V A SYSTEM BY SELECTION THE CORRECT FACTS ABOUT IT IN GIVEN SITUATIONS. %60	0237
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
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CHOICES.

THE TENNESSEE VALLEY MAY BE REFERRED TO AS A 2301089
 A. WATER BASIN. 2301089
 B. DAM. 2301089
 C. SHOAL. 2301089
 *D. WATERSHED. 2301089

THE TVA HAS HELPED TO DEVELOP THE RESOURCES OF THE TENNESSEE VALLEY BY 2301090
 A. CONTROLLING FLOODS. 2301090
 B. IMPROVING NAVIGATION. 2301090
 C. PRODUCING ELECTRIC POWER. 2301090
 *D. ALL OF THE ABOVE 2301090

OAK RIDGE, TENNESSEE IS FAMOUS FOR ITS 2301091
 *A. ATOMIC ENERGY PLANT. 2301091
 B. FOREST CONSERVATION. 2301091
 C. SOIL CONSERVATION PROGRAM. 2301091

TVA'S PROGRAM OF SOIL AND FOREST CONSERVATION IS CLOSELY RELATED TO 2301092
 A. ATOMIC ENERGY DEVELOPMENT. 2301092
 *B. FLOOD CONTROL. 2301092
 C. DAMS AND RESERVOIRS. 2301092
 D. NONE OF THE ABOVE 2301092

THE TENNESSEE VALLEY AUTHORITY'S *TVA'S MAIN PURPOSE WAS TO 1682
 A. PREVENT DESTRUCTION OF FORESTS BY IMPOSING LAWS ON LUMBER COMPANIES.
 B. TEACH FARMERS TO ROTATE THEIR CROPS.
 C. TEACH FARMERS TO PLOW LAND SLOPES HORIZONTALLY.
 *D. PREVENT THE TOPSOIL FROM BEING CARRIED AWAY AFTER FLOODS OR RAINS.

HOW DID THE TVA HELP INDUSTRY IN THE SOUTH 1683
 A. IT PROVIDED MANPOWER.
 B. IT PRODUCED NEW WAYS OF GETTING GOODS TO MARKET.
 *C. IT PROVIDED THE ENERGY NEEDED TO RUN THE PLANTS.
 D. IT ADDED NEW MINERALS TO THE LAND.

THE STUDENT CAN DISPLAY HIS ABILITY TO RECALL THE SIGNIFICANCE OF 0093
 HOW SELECTED PHYSICAL FEATURES CONTRIBUTED TO THE DEVELOPMENTAL PATTERN OF THE REGION OF SOUTHERN AND SOUTHEASTERN UNITED STATES BY APPLYING THE APPROPRIATE FEATURES IN GIVEN SITUATIONS. %13

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

A MONEY CROP IS ONE A FARMER RAISES TO SELL. THE SOUTHEAST WAS A 2300184
 GOOD PLACE TO RAISE MONEY CROPS BECAUSE MOST OF THE LAND WAS 2300184
 A. A NETWORK OF VALLEYS. 2300184
 *B. COASTAL PLAIN. 2300184
 C. PIEDMONT. 2300184
 D. MOUNTAINOUS. 2300184

THE AREA OF ROLLING HILLS THAT RISE FROM LEVEL LAND AND IS AT THE BASE OF THE APPALACHIAN MOUNTAINS IS CALLED 2300185

A. A DELTA.	2300185
B. THE COASTAL PLAIN.	2300185
*C. THE PIEDMONT.	2300185
D. A PLATEAU.	2300185
1 THERE ARE MANY RIVERS IN THE SOUTH WHICH START IN THE MOUNTAINS AND FLOW TO THE ATLANTIC OR THE GULF OF MEXICO. THE WATER FALLS FROM THE HIGHER LAND TO THE LEVEL LAND OF THE PLAIN. THE EASTERN EDGE OF THE PIEDMONT IS, THEREFORE, CALLED THE FALL LINE.	2300186
WHAT WAS THE MOST IMPORTANT REASON FOR LOCATING EARLY FACTORIES ON RIVERS ALONG THE FALL LINE? THE FACTORIES	2300186
A. COULD SHIP THEIR PRODUCTS DOWN STREAM TO THE SEA PORTS.	2300186
B. COULD TRANSPORT THE RAW MATERIALS THEY NEEDED ON THE RIVERS.	2300186
C. NEEDED WATER FOR THEIR WORKERS TO DRINK.	2300186
*D. NEEDED THE POWER OF FALLING WATER TO RUN THEIR MACHINES.	2300186
WHERE WOULD YOU EXPECT TO FIND MORE PEOPLE RAISING CROPS?	2300187
*A. BELOW THE FALL LINE	2300187
B. ON THE FALL LINE	2300187
C. ABOVE THE FALL LINE	2300187
D. JUST ALONG RIVERS	2300187
WHY WAS THE SOUTH IDEAL FOR RAISING MONEY CROPS SUCH AS COTTON AND TOBACCO?	2300188
A. CROPS WOULDN'T SPOIL WHEN SHIPPED.	2300188
B. HIGH AREAS OF LEVEL LAND	2300188
C. CLIMATE AND GROWING SEASON WAS SUITED TO THE CROPS.	2300188
*D. ALL OF THE ABOVE	2300188
WHAT IS THE *MOST* IMPORTANT REASON FOR NEW ORLEANS BECOMING AN IMPORTANT SEA PORT?	2300189
A. IT IS ON THE ATLANTIC COAST.	2300189
*B. IT IS AT THE MOUTH OF THE MISSISSIPPI RIVER.	2300189
C. IT IS NEAR SOUTH AMERICA.	2300189
D. IT IS ON THE GULF OF MEXICO.	2300189
IF YOU WERE A FARMER IN THE TENNESSEE VALLEY, WHICH OF THE FOLLOWING HAS HELPED YOU THE MOST?	2300190
A. CROP ROTATION	2300190
*B. TVA	2300190
C. FERTILIZERS	2300190
D. FARM MACHINERY	2300190
WHERE WOULD YOU BE STANDING IF YOU COULD SEE ACRES OF COTTON PLANTED IN ROWS?	2300191
*A. MISSISSIPPI.	2300191
B. FLORIDA.	2300191
C. NORTH CAROLINA.	2300191
D. KENTUCKY.	2300191
THE SANDY SHORES AND WARM CLIMATE OF THE SOUTHERNMOST STATES OF THIS AREA HAS ATTRACTED MANY	2300192
A. FISH.	2300192
*B. TOURISTS.	2300192
C. BIRDS.	2300192
D. PEARL DIVERS.	2300192
CATTLE RAISING IS A PROFITABLE BUSINESS IN THE SOUTH BECAUSE	2300193
A. CORN FOR FEED IS RAISED ON THE SOUTH.	2300193
*B. CATTLE CAN GRAZE ALL YEAR LONG.	2300193

C. ROCKY SOIL MAKES FARMING IMPOSSIBLE.	2300193
D. THE LAND IS TOO HILLY FOR FARMS.	2300193
COTTON AND TOBACCO ARE IMPORTANT CROPS IN THE SOUTH BECAUSE THERE IS	2300194
*A. A LONG GROWING SEASON.	2300194
B. LOTS OF RAIN.	2300194
C. ROCKY SOIL.	2300194
D. AN EARLY FROST.	2300194
IF YOU HAD AN ORANGE GROVE IN FLORIDA WHAT WOULD YOU BE THE MOST WORRIED ABOUT	2300195
A. THREE DAYS OF RAIN	2300195
B. FINDING A MARKET TO BUY THE ORANGES	2300195
C. NOT ENOUGH FRUIT PICKERS	2300195
*D. AN EARLY FROST	2300195
TREES GROW TWICE AS RAPIDLY IN THE SOUTH AS IN THE NORTH BECAUSE THERE IS PLENTY OF RAIN AND THE CLIMATE IS WARM. IN THE SOUTH AS COMPARED TO THE NORTH YOU WOULD GET	2300196
A. LARGER AND STRONGER TREES.	2300196
B. HALF THE NUMBER OF TREES.	2300196
*C. DOUBLE THE NUMBER OF TREES.	2300196
D. THE SAME NUMBER OF TREES.	2300196

THE STUDENT WILL DISPLAY HIS KNOWLEDGE OF AN AREA'S REGIONAL HISTORY BY USING IT TO EXPLAIN THE RELATIONSHIP BETWEEN PAST AND PRESENT. %100	0095
DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
THE POWERFUL NATIONS OF EUROPE, WANTING MORE WEALTH, SENT THEIR SHIPS TO AMERICA. WHAT IS AN EXAMPLE OF THIS IN THE EARLY DAYS OF AMERICAN	2300207
A. TRAPPERS CAUGHT ANIMALS FOR THEIR FUR.	2300207
B. TRADERS BOUGHT FURS FROM THE INDIANS FOR AXES, BEADS AND OTHER GOODS.	2300207
*C. EXPLORERS CLAIMED THE LAND FOR THEIR COUNTRY.	2300207
D. SETTLERS CLEARED THE LAND AND FARMED.	2300207
MANY EARLY COLONISTS HAD CLOSE ECONOMIC TIES WITH THEIR HOME- LAND. THEY WOULD NOT USE THEIR PRODUCTS THEMSELVES BUT WOULD SHIP THEM HOME TO BE SOLD. THE * * IS *NOT* AN EXAMPLE OF THIS.	2300208
A. COTTON PLANTER	2300208
B. TOBACCO PLANTER	2300208
C. FUR TRADER	2300208
*D. FARMER	2300208
THE SPANISH, FRENCH AND ENGLISH ALL SETTLED IN DIFFERENT PARTS OF THE SOUTH. HOW COULD YOU TELL *TODAY* WHO WERE THE EARLY SETTLERS?	2300209
A. THE WAY PEOPLE MAKE A LIVING	2300209
B. THE LANGUAGE THAT IS SPOKEN	2300209
C. THE CLOTHES THE PEOPLE WEAR	2300209
*D. THE NAMES OF STATES, CITIES AND STREETS	2300209

THE * * CLAIMED FLORIDA FOR THEIR COUNTRY AND SETTLED 2300210
THERE. 2300210
A. FRENCH 2300210
*B. SPANISH 2300210
C. INDIANS 2300210
D. ENGLISH 2300210

THE USE OF THE STEAMBOAT MADE THE TRADE ALONG THE MISSISSIPPI 2300211
RIVER GROW QUICKLY. WHICH TOWN BECAME AN IMPORTANT MARKET 2300211
BECAUSE OF THIS 2300211
*A. NEW ORLEANS 2300211
B. BALTIMORE 2300211
C. ST. AUGUSTINE 2300211
D. JAMESTOWN 2300211

THE EARLY EXPLORERS OF ENGLAND, FRANCE AND SPAIN ALL CAME TO 2300212
AMERICA TO 2300212
A. TRAP ANIMALS. 2300212
*B. FIND RICHES. 2300212
C. FARM. 2300212
D. TRADE WITH INDIANS. 2300212

A REAL EXAMPLE OF AMERICA IN THE DAYS BEFORE THE WHITE MAN CAME 2300213
CAN BE FOUND 2300213
A. IN THE MUSEUMS. 2300213
B. AMONG THE CHEROKEE INDIANS. 2300213
C. IN THE EARLY HISTORY BOOKS. 2300213
*D. AMONG THE SEMINOLE INDIANS. 2300213

COTTON AND TOBACCO PLANTATIONS OWNERS COULD PLANT, CULTIVATE, 2300214
AND HARVEST *HUGE* AREAS OF LAND BECAUSE OF 2300214
A. THE RICH SOIL. 2300214
*B. THEIR SLAVE LABORERS. 2300214
C. THE WARM CLIMATE. 2300214
D. THE NEAREST TO SEAPORTS. 2300214

OVER 100 YEARS AGO DURING THE CIVIL WAR THE NEGROES WERE FREED 2300215
BUT THIS FREEDOM FROM SLAVERY DID NOT RESULT IN THE SAME RIGHTS 2300215
FOR NEGROES AS FOR WHITE U.S. CITIZENS. WHAT DO WE HAVE TODAY AS 2300215
A RESULT OF THIS 2300215
A. NEGROES ARE RETURNING TO THE SOUTH. 2300215
B. SOME NEGROES HAVE BEEN ELECTED TO CONGRESS. 2300215
C. THERE ARE MORE NEGROES GOING TO COLLEGE. 2300215
*D. THERE ARE RIOTS IN THE NEGRO DISTRICTS IN THE CITIES. 2300215

THE COTTON GIN AND THE COTTON PICKING MACHINE TOOK WORK AWAY 2300216
FROM MANY NEGRO WORKERS. THE FACTORIES IN THE NORTH GREW LARGER 2300216
AND NEW FACTORIES WERE BUILT. WHAT IS THE RELATIONSHIP BETWEEN 2300216
THESE TWO THINGS 2300216
*A. NEGROES MOVED NORTH TO WORK IN THE FACTORIES. 2300216
B. COTTON COULD BE PICKED MUCH MORE QUICKLY. 2300216
C. COTTON COULD BE SEPARATED FROM ITS SEEDS FIFTY TIMES FASTER 2300216
THAN BY HAND. 2300216
D. TEXTILE FACTORIES WERE BUILT IN THE SOUTH. 2300216

THE STUDENT WILL BE ABLE TO ANALYZE THE EFFECTS OF THE LARGE 0030
SCALE CONSERVATION PROGRAM BEGUN IN THE SOUTH IN THE 1930'S BY
SELECTING THOSE ITEMS WHICH SIGNIFICANTLY ADDED TO THE PRESERVA-

TION OF THE LAND AND WATER SYSTEMS. %3d

CHOOSE THE 3 STATEMENTS THAT DO *NOT* DESCRIBE THE RESULTANT EFFECTS OF THE TVA.

SOME EFFECTS OF THE TVA ARE

- *A. NEW SOURCES OF HYDROELECTRIC POWER RESULT FROM WATER BEING ALLOWED TO FLOW OVER DAMS.
- B. FORESTS HAVE BEEN PRESERVED AND PLANTED.
- C. ATOMIC ENERGY PLANTS HAVE BEEN INSTALLED TO PROVIDE THE AREA WITH ENERGY.
- D. CERTAIN CROPS ARE PLANTED NOT ONLY FOR THEIR MARKET VALUE, BUT ALSO BECAUSE THEY ARE GOOD FOR THE SOIL.
- *F. A SYSTEM OF LOCKS AND CANALS ENABLE LARGE SHIPS TO TRAVEL THE INLAND WATERWAYS.
- F. FARMERS NOW ROTATE CROPS TO PRESERVE THE SOIL.
- G. INDUSTRIES HAVE COME BECAUSE THEY ARE ABLE TO OPERATE SINCE THERE IS ALWAYS A TREMENDOUS SUPPLY OF POWER AVAILABLE.
- *H. GOOD TOPSOIL IS CARRIED DOWNSTREAM AND THUS CONTRIBUTES TO THE FERTILITY OF THE DELTA.
- I. MEN HAVE LEARNED TO CONSTRUCT FLOOD WALLS OR LEVEES TO PREVENT FLOODING OF THEIR FIELDS.

1684

THE PUPIL WILL BE ABLE TO EVALUATE THE REASONS FOR POVERTY IN THE HILLS OF THE SOUTH BY SELECTING PROBLEMS WHICH ARE DIRECTLY OR INDIRECTLY RELATED. %8d

0029

IF THE STATEMENT IS A CAUSE FOR POVERTY, MARK *C*, IF NOT, MARK *D* ON THE BLANK.

PEOPLE WHO LIVE IN THE MOUNTAINS AND HILLS OF VIRGINIA, WEST VIRGINIA AND NORTH CAROLINA ARE OFTEN VERY POOR BECAUSE

THEY ARE TOO LAZY TO WORK. *D

1674

THERE ARE FEW JOBS AVAILABLE. *C

1675

THE COAL MINES ARE NOT AS BUSY AS THEY USED TO BE. *C

1676

FARMING IS DIFFICULT BECAUSE OF THE SOIL. *C

1677

ROADS ARE POOR AND TRANSPORTATION TO PLACES OF EMPLOYMENT IS DIFFICULT. *C

1678

THERE AREN'T MANY RAW MATERIALS, SOURCES OF POWER, SKILLS, OR MODES OF TRANSPORTATION, THEREFORE, THERE ARE NOT MANY FACTORIES IN THE HILLS. *C

1679

HILL PEOPLE DON'T WANT THINGS TO BE ANY DIFFERENT. *D

1680

MANY HILL PEOPLE DO NOT GET A CHANCE TO FINISH SCHOOL AND THEREFORE, HAVE NO SKILLS. *C

1681

G. WESTERN STATES

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE REASONS AMERICAN PIONEERS SETTLED THE WEST BY CORRECTLY ASSOCIATING THE PIONEERS AND THE AREAS THEY SETTLED WITH A LIST OF PROBABLE REASONS. %4n

0238

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

NATHANIAL WYETH LED THE FIRST AMERICAN SETTLERS OVER THE OREGON TRAIL TO

2301093

*A. TEACH CHRISTIANITY TO THE INDIANS.

2301093

B. RELOCATE THE LATTER DAY SAINTS.

2301093

C. KEEP ORDER FOR THE MEXICAN GOVERNOR.

2301093

D. COMPLETE THE OREGON SHORT LINE.

2301093

2301093

BRIGHAM YOUNG LED A GROUP OF RELIGIOUS SETTLERS WEST OF THE ROCKY MOUNTAINS BECAUSE THEY

2301094

A. WANTED TO BUILD MISSIONS.

2301094

B. WANTED TO TEACH CHRISTIANITY TO THE INDIANS.

2301094

C. NEEDED HIGHER ECONOMIC STANDARDS.

2301094

*D. HAD DIFFICULTY WITH NEIGHBORS.

2301094

2301094

JOHN FREMONT SOLD SETTLERS ON MOVING TO CALIFORNIA BECAUSE

2301095

A. THE MEXICAN GOVERNMENT DIDN'T ALLOW SELF GOVERNMENT IN CALIFORNIA.

2301095

B. FREMONT SAID THAT THE UNITED STATES AND MEXICO WOULD SOON BE AT WAR.

2301095

C. THE SETTLERS WANTED TO CHANGE THE WAY CALIFORNIA WAS GOVERNED.

2301095

*D. ALL OF THE ABOVE

2301095

2301095

2301095

2301095

JOHN C. FREMONT, AN ARMY OFFICER OF THE 1840'S AND 1850'S, BROUGHT THOUSANDS TO CALIFORNIA TO *

2301096

A. PAN GOLD

2301096

B. BUILD FORTS

2301096

C. FIGHT INDIANS

2301096

*D. MAKE HOMES

2301096

2301096

THE PUPIL CAN DEMONSTRATE HIS KNOWLEDGE OF DISCOVERIES OF THE EARLY EXPLORERS OF THE WEST BY MATCHING THEIR NAME WITH TERRITORY THAT EACH OF THEM EXPLORED. %3n

0239

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

CREDIT FOR THE DISCOVERY OF CALIFORNIA IS GIVEN TO

2301097

A. CORTEZ.

2301097

B. PORTOLA.

2301097

*C. CARPILLO.

2301097

D. FATHER SERRA.

2301097

FATHER SERRA ESTABLISHED THE FIRST MISSION ON THE SITE OF

2301098

A. SAN FRANCISCO.

2301098

B. SAN MIGUEL.

2301098

C. SAN JOAQUIN.

2301098

50. SAN DIEGO.

2301098

WHAT WAS THE NAME OF THE AMERICAN WHO SAILED AROUND THE TIP OF SOUTH AMERICA AND EXPLORED THE COLUMBIA VALLEY?

2301099

A. CAPTAIN GRAY

2301099

B. CAPTAIN COOK

2301099

C. ZERULON PIKE

2301099

D. WILLIAM CLARK

2301099

2301099

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CHRONOLOGY OF EVENTS CONNECTED WITH THE SETTLING OF THE WEST BY CORRECTLY ASSOCIATING THE EVENT WITH GIVEN LISTS OF DATES. %4d

0240

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE CENTRAL PACIFIC JOINED THE UNION PACIFIC AT PROMONTORY, UTAH BETWEEN

2301100

A. 1840 AND 1845.

2301100

B. 1855 AND 1860.

2301100

C. 1865 AND 1870.

2301100

D. 1855 AND 1900.

2301100

2301100

THE UNITED STATES CONGRESS PASSED THE HOMESTEAD ACT IN THE

2301101

A. 1830.S.

2301101

B. 1840.S.

2301101

C. 1860.S.

2301101

D. 1880.S.

2301101

2301101

SILVER WAS DISCOVERED AT VIRGINIA CITY ABOUT * * YEARS AFTER THE GOLD RUSH.

2301102

A. 10

2301102

B. 20

2301102

C. 30

2301102

D. 40

2301102

2301102

OUR COUNTRY NO LONGER HAD A FRONTIER AFTER * *.

2301103

A. 1840

2301103

B. 1850

2301103

C. 1870

2301103

D. 1890

2301103

2301103

THE PUPIL SHOWS HIS KNOWLEDGE OF MAJOR AGRICULTURAL PRODUCTS OF CALIFORNIA BY CORRECTLY RANKING THE IMPORTANCE OF EACH PRODUCT OR IDENTIFYING THE MAIN AREA WHERE IT IS CULTIVATED IN GIVEN SITUATIONS. %7h

0242

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

CALIFORNIA'S MOST IMPORTANT FARMING AREA IS IN THE

2301105

A. SIERRA NEVADA.

2301105

B. LOS ANGELES LOWLAND.

2301105

C. CENTRAL VALLEY.

2301105

180

THE SAN JOAQUIN VALLEY IS FAMOUS FOR ITS CROP OF	2301106
A. SUGAR BEETS.	2301106
B. HAY.	2301106
*C. COTTON.	2301106
D. RICE.	2301106

THE LARGEST MONEY CROP IN CALIFORNIA IS	2301107
A. FRUITS AND NUTS.	2301107
*B. VEGETABLES.	2301107
C. COTTON.	2301107
D. SUGAR BEETS.	2301107

OF ALL THE VEGETABLES RAISED IN THE UNITED STATES, CALIFORNIA PRODUCES ABOUT	2301108
A. ONE-HALF.	2301108
*B. ONE-THIRD.	2301108
C. ONE-TENTH.	2301108
D. THREE-QUARTERS.	2301108

CALIFORNIA RANKS FIRST IN THE NATION IN THE PRODUCTION OF	2301109
A. COTTON.	2301109
*B. FRUIT.	2301109
C. CATTLE.	2301109
D. SORGHUM.	2301109

IN CALIFORNIA THE MOST IMPORTANT LIVESTOCK PRODUCT IS	2301110
*A. BEEF CATTLE.	2301110
B. DAIRY CATTLE.	2301110
C. SHEEP.	2301110
D. POULTRY.	2301110

CALIFORNIA LEADS THE COUNTRY IN THE PRODUCTION OF	2301111
A. CATTLE.	2301111
B. COTTON.	2301111
C. HOGS.	2301111
*D. EGGS.	2301111

THE PUPIL CAN DEMONSTRATE HIS KNOWLEDGE OF THE EFFECTS OF TOPOGRAPHICAL FEATURES ON LAND USE BY SELECTING THE USE TO WHICH A GIVEN LAND AREA OF THE UNITED STATES IS PUT. %3n	0229
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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THE BASINS OF THE ROCKY MOUNTAINS ARE BEST USED FOR	2300998
A. FARMING.	2300998
*B. GRAZING.	2300998
C. SWIMMING.	2300998
D. SKIING.	2300998

THE BASIN AND RANGE COUNTRY OF NEVADA IS TYPICALLY TOO	2300999
*A. DRY FOR FARMING.	2300999
B. COLD FOR FARMING.	2300999
C. WET FOR FARMING.	2300999
D. FLAT FOR FARMING.	2300999

IN THE ROCKY MOUNTAINS MUCH OF THE LAND IS USEFUL ONLY FOR	2301000
--	---------

A. RAILROADING.	2301000
B. MINING.	2301000
C. FARMING.	2301000
*D. FORESTRY.	2301000

HISTORY

A. EARLY MAN

STUDENTS WILL SHOW THEIR KNOWLEDGE OF THE SIGNIFICANCE OF THE INVENTION OF THE WHEEL BY ANSWERING QUESTIONS ABOUT ITS HISTORY AND ITS VALUE TO CIVILIZATION. %80 0110

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

THE WHEEL WAS INVENTED BY MAN ABOUT	
*A. 5,000 YEARS AGO.	2300320
B. 20,000 YEARS AGO.	2300320
C. 1,000 YEARS AGO.	2300320
D. 2,000 YEARS AGO.	2300320

THE ONLY EARLY MEN WHO USED THE WHEEL WERE THOSE WHO HAD SOME CONTACT WITH THE PEOPLE OF	
A. THE AMAZON VALLEY.	2300321
B. THE MISSISSIPPI VALLEY.	2300321
*C. THE TIGRIS-EUPHRATES VALLEY.	2300321
D. THE CONGO VALLEY.	2300321

LONG AFTER THE EGYPTIANS HAD DEVELOPED THE WHEEL, THEY STILL USED THE SLEDGE TO TRANSPORT THE DEAD BECAUSE IT	
A. MOVED MORE SMOOTHLY THAN A CART WITH WHEELS.	2300322
B. WAS EASIER TO PULL.	2300322
*C. WAS MORE RESPECTFUL THAN ONE WITH WHEELS.	2300322
D. WAS FASTER TO BUILD THAN A CART WITH WHEELS.	2300322

THE MOST POPULAR WHEELED VEHICLE OF THE ROMANS WAS THE	
A. SLEDGE.	2300323
*B. CHARIOT.	2300323
C. WAGON.	2300323
D. TRAVOIS.	2300323

IN ANCIENT CHINA WHEELED VEHICLES WERE USED ONLY FOR THE EMPEROR AND FOR	
A. RELIGIOUS IDOLS.	2300324
*B. FREIGHT.	2300324
C. THE DEAD.	2300324
D. THE MAIL.	2300324

THE MOST UNIVERSAL CHINESE WHEELED VEHICLE IS THE	
A. SLEDGE.	2300325
B. WAGON.	2300325

C. CHARIOT.	2300325
*D. WHEELBARROW.	2300325

AFTER THE FALL OF THE ROMAN EMPIRE, TRAVEL WAS MOSTLY ON HORSE-	2300326
BACK INSTEAD OF ON WHEELED VEHICLES BECAUSE	2300326
A. THE BARRARIANS DESTROYED THE WHEELED VEHICLES.	2300326
*B. THE PEOPLE FINALLY LEARNED TO TAME THE HORSE WELL ENOUGH TO	2300326
RIDE IT WITH SAFETY.	2300326
C. THE PEOPLE COULD NO LONGER AFFORD TO BUILD CHARIOTS AND	2300326
WAGONS.	2300326
*D. IT WAS THE SAFEST WAY TO TRAVEL DURING THOSE TIMES.	2300326

MOST OF THE FREIGHT HAULED IN COLONIAL AMERICA WAS TRANSPORTED	2300327
BY THE	2300327
*A. CONFSTOGA WAGON.	2300327
B. ENGLISH STAGECOACH.	2300327
C. AMERICAN STANDARD GIG.	2300327
D. AMERICAN BUGGY.	2300327
E. PRAIRIE SCHOONFR.	2300327

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE ABOUT EARLY ATTEMPTS	0184
AT TRANSPORTATION BY IDENTIFYING SELECTED FACTS ABOUT IT. %3d	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

MAN,S GREATEST INVENTION OF ALL TIMES IS THE USE OF	2300629
A. FIRE.	2300629
B. LAMPS.	2300629
*C. THE WHEEL.	2300629
D. THE PLOW.	2300629
E. THE TELEPHONE.	2300629

IT IS PROBABLY THAT MAN GOT HIS FIRST IDEA OF TRANSPORTATION	2300632
BY WATER FROM	2300632
A. THE GODS.	2300632
B. FISH.	2300632
*C. OTHER ANIMALS.	2300632
D. HIS DREAMS.	2300632

THE FIRST SUCCESSFUL ATTEMPT BY MAN TO FLY WAS BY USING	2300634
A. WAX AND FEATHERS.	2300634
*B. BALLOONS.	2300634
C. SAILS AS WINGS.	2300634
D. GLIDERS.	2300634

STUDENTS WILL SHOW THAT THEY COMPREHEND THE IMPORTANT DIFFERENCE	0116
BETWEEN EARLY MAN AND OTHER ANIMALS BY IDENTIFYING THOSE CHARACTER-	
ISTICS THAT DIFFERENTIATE. %5d	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

THE MOST IMPORTANT OF MAN,S ADVANTAGES OVER OTHER ANIMALS WAS HIS	2300358
A. HAND.	2300358

*B. BRAIN.	2300358
C. SPEECH.	2300358
D. POSTURE.	2300358
ALL WILD ANIMALS FEAR FIRE. MAN LEARNED TO USE IT AND THE ANIMALS DID NOT BECAUSE	2300359
A. HE LIKED THE FLAVOR OF COOKED MEAT BETTER THAN RAW.	2300359
B. HE NEEDED TO KEEP HIS CAVES WARMER THAN DID OTHER ANIMALS.	2300359
*C. HIS CURIOSITY CONQUERED HIS FEAR AND THEN HE FOUND FIRE USEFUL.	2300359
THE FIRST REAL MAN PROGRESSED VERY SLOWLY ALONG THE ROAD TO CIVILIZATION COMPARED TO MODERN MAN BECAUSE	2300360
A. HE HAD NO WRITTEN RECORDS FROM WHICH TO LEARN.	2300360
B. HE HAD FEW INVENTIONS FROM HIS PAST ON WHICH TO BUILD.	2300360
C. HE HAD TO SPEND MOST OF HIS TIME FINDING AND EATING FOOD.	2300360
*D. ALL OF THE ABOVE	2300360
THE FIRST REAL MAN WAS SIMILAR TO MODERN MAN EXCEPT THAT HE WAS	2300361
A. SHORTER AND HAD A MORE NARROW NOSE.	2300361
B. TALLER AND HAD EYES MORE DEEPLY SET.	2300361
C. STOCKY AND HAD A HIGHER FOREHEAD.	2300361
*D. SHORTER AND HAD HEAVIER BROW RIDGES.	2300361
THE BRAIN OF THE FIRST REAL MAN WAS	2300362
A. LARGER THAN OURS.	2300362
B. SMALLER THAN OURS.	2300362
*C. THE SAME SIZE AS OURS.	2300362

GIVEN A TIME LINE SHOWING MILESTONES IN MAN'S HISTORY, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE THIS INFORMATION TO CORRECTLY IDENTIFY THE TIME RELATIONSHIPS AMONG THESE EVENTS.	0146
%5	
DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
WHICH OF THE FOLLOWING PERIODS WAS LONGEST	2300493
*A. FOOD GATHERING	2300493
B. HUNTING	2300493
C. FARMING	2300493
D. NONE OF THESE	2300493
AT ABOUT WHAT TIME IN MAN'S HISTORY DID HE BEGIN TO USE FIRE	2300494
A. AS SOON AS HE APPEARED	2300494
*B. ABOUT THE TIME THAT HE BEGAN HUNTING	2300494
C. ABOUT HALFWAY THROUGH HIS HISTORY	2300494
D. ABOUT 5,000 B.C.	2300494
MAN DOMESTICATED THE DOG	2300495
A. BEFORE HE BEGAN USING FIRE.	2300495
B. BEFORE HE BEGAN GATHERING FOOD.	2300495
*C. BEFORE HE BEGAN TO FARM.	2300495
D. AFTER HE BEGAN TO DEVELOP TOWNS.	2300495
MAN BEGAN TO DEVELOP INTO A TOWN DWELLER ABOUT	2300496
A. 15,000 B.C.	2300496
B. 10,000 B. C.	2300496

- MC. 5,000 B. C.
D. 2,000 B. C.

2300495
2300496

WHEN MAN FIRST APPEARED ON THE EARTH, HE

- A. HUNTED.
*B. GATHERED FOOD.
C. FARMED.
D. USED FIRE.

2300497
2300497
2300497
2300497
2300497

STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF THE CONTRIBUTIONS AND CHARACTERISTICS OF THE NEOLITHIC AGE BY IDENTIFYING COMMON FEATURES OF IT AND THE MANNER OF DATING IT FROM A GIVEN LIST. %40

0157

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE REALLY IMPORTANT ACHIEVEMENT OF THE NEOLITHIC AGE WAS THE

- A. USE OF FIRE.
*B. DOMESTICATION OF PLANTS AND ANIMALS.
C. INVENTION OF WRITING.
D. DEVELOPMENT OF GOVERNMENT.

2300543
2300543
2300543
2300543
2300543

WE OFTEN SPEAK OF THE NEOLITHIC AGE AS THE

- A. AGE OF DINOSAURS.
B. UPPER PALEOLITHIC AGE.
C. OLD STONE AGE.
*D. NEW STONE AGE.

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WE SPEAK OF THE NEOLITHIC AGE AS A TIME OF REVOLUTION BECAUSE

- A. MEN OFTEN FOUGHT EACH OTHER.
B. THE PEOPLE WOULD OVER THROW THE LEADERS.
*C. THE PEOPLE DISCOVERED AGRICULTURE.
D. PEOPLE BEGAN TO HUNT TOGETHER.

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WE CAN MOST ACCURATELY DATE SOME REMAINS OF THE NEOLITHIC AGE BY

- A. RELATING THEM TO WHAT WE SEE AROUND THEM.
B. COUNTING THE LAYERS OF EARTH ON TOP OF THEM.
*C. MEASURING THE AMOUNT OF RADIOACTIVITY REMAINING IN THEM.
D. DETERMINING HOW THEY WERE USED BY MEN.

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STUDENTS WILL DISPLAY HIS KNOWLEDGE OF PEKING MAN BY SELECTING SPECIFIC CHARACTERISTICS ABOUT HIM FROM A GIVEN LIST. %30

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

BECAUSE WE KNOW THAT NEANDERTHAL MAN PUT TOOLS IN HIS GRAVE, WE CAN ASSUME THAT HE

- A. WORSHIPPED A GOD.
B. FELT TOOLS TO BE SACRED.
*C. BELIEVED IN AN AFTERLIFE.
D. ALL OF THE ABOVE

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MOST SCIENTISTS REFUSED TO BELIEVE THAT PREHISTORIC MAN EXISTED UNTIL A FRENCHMAN NAMED LARTET FINALLY DISCOVERED	2300554
A. REMAINS OF BONES OF PREHISTORIC MAN.	2300554
B. REMAINS OF PREHISTORIC MAN'S HOMES.	2300554
C. TOOLS USED BY PREHISTORIC MAN.	2300554
*D. A PREHISTORIC ANIMAL'S PICTURE ON THE HORN OF A PREHISTORIC ANIMAL.	2300554
E. CAVE PAINTINGS MADE BY PREHISTORIC MAN.	2300554

MANY OF THE NAMES GIVEN TO PREHISTORIC MEN WERE TAKEN FROM THE NAME OF THE	2300555
A. SCIENTISTS WHO DISCOVERED THEM.	2300555
*B. TOWN WHERE THEY WERE FOUND.	2300555
C. GEOLOGIC PERIOD WHEN THEY LIVED.	2300555
D. DYNASTY RULING AT THE TIME.	2300555

CAVE PAINTINGS OF EARLY MAN WERE PROBABLY	2300556
A. A PRACTICE OF MAGIC.	2300556
B. FERTILITY SYMBOLS.	2300556
C. RECORDS OF DEEDS AND RELIEFS.	2300556
*D. ALL OF THE ABOVE	2300556

IT'S PROBABLY TRUE THAT EARLY MAN HAD MORE THAN ONE WIFE AND THERE WERE MORE WOMEN THAN MEN BECAUSE	2300557
A. WOMEN CAN WITHSTAND DISEASE BETTER THAN MEN.	2300557
B. MEN NEEDED LOTS OF WOMEN TO HELP IN THE HOME.	2300557
C. YOUNG BOY BABIES WERE KILLED IF THEY WERE NOT STRONG AND HEALTHY.	2300557
*D. MEN DID THE HUNTING AND WERE OFTEN KILLED.	2300557

ABOUT HOW OLD IS OUR EARTH	2300558
A. 20.3 BILLION YEARS	2300558
B. 10.6 BILLION YEARS	2300558
*C. 4.7 BILLION YEARS	2300558
D. 80.1 MILLION YEARS	2300558
F. 20.9 MILLION YEARS	2300558

ABOUT HOW OLD ARE THE EARLIEST TRACES OF LIVING THINGS ON THE EARTH	2300559
A. 20.6 BILLION YEARS	2300559
B. 12.7 BILLION YEARS	2300559
*C. 3.1 BILLION YEARS	2300559
D. 90.6 MILLION YEARS	2300559
F. 13.4 MILLION YEARS	2300559

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN PHYSICAL CHARACTERISTICS OF MEN IN TWO ERAS BY CORRECTLY ASSIGNING THE DOMINANT FEATURES TO THE APPROPRIATE ERA. #1	0175
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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WHEN WE STUDY THE BONE STRUCTURE OF THE SKULL OF NEOLITHIC MAN IN WHAT IS NOW EUROPE, WE DISCOVER THAT HE PROBABLY HAD FACIAL CHARACTERISTICS THAT WERE VERY	2300587
A. CRUDE AND UGLY.	2300587
B. MUCH LIKE THOSE OF AN APE.	2300587
*C. MUCH LIKE OURS TODAY.	2300587

D. RUGGED AND DARK SKINNED.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL SPECIFIC CHARACTERISTICS OF A FOOD GATHERING SOCIETY BY IDENTIFYING THESE CHARACTERISTICS IN GIVEN SITUATIONS. %120

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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FOOD GATHERERS WERE AT A DISADVANTAGE IN RELATION TO FOOD PRODUCERS BECAUSE

2300375

- A. IT TOOK SO MUCH OF THEIR TIME TO GET FOOD.
- B. THEY WERE RESTRICTED TO AN ENVIRONMENT WHERE THEY COULD GET FOOD ALL THROUGH THE YEAR.
- C. THEY WERE NOT ABLE TO ESTABLISH PERMANENT HOMES.
- *D. ALL OF THE ABOVE
- E. NONE OF THE ABOVE

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IN ORDER TO HUNT LARGE ANIMALS, MAN HAD TO

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- A. DEVELOP NEW WEAPONS.
- B. COOPERATE WITH OTHER MEN.
- C. BE FORCED INTO IT BY NEED.
- *D. ALL OF THE ABOVE
- E. NONE OF THE ABOVE

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PEOPLE IN A FOOD GATHERING SOCIETY DEVELOPED ART BECAUSE

2300377

- A. THEY WANTED TO MAKE BEAUTIFUL THINGS.
- B. THEY USED IT AS PART OF THE CEREMONY
- C. IT HAD MEANING IN THE PRIMITIVE RELIGION.
- *D. ALL OF THE ABOVE

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MAN'S ONLY TOOLS WERE CHIPPED STONES OR SIMPLE SHAFTS OF WOOD FOR ABOUT WHAT FRACTION OF HIS EXISTANCE ON EARTH?

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- A. 1/10
- B. 1/4
- C. 1/2
- *D. 9/10

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THE FIRST STEPS TOWARD SOME KIND OF GOVERNMENT CAME ABOUT AS A RESULT OF THE NEED FOR

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- A. TEAMWORK AND LEADERSHIP IN ORGANIZED HUNTING.
- B. USING FIRE WISELY AND SAFELY.
- C. SMELTING METALS TO USE AS WEAPONS.
- D. BUILDING AN IRRIGATION SYSTEM.

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IN ORDER TO PROFIT FROM THE ADVANTAGES OF LIVING NEAR A RIVER, MAN HAD TO COOPERATE IN ORDER TO

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- A. DEVELOP FLOOD CONTROL.
- B. DEVELOP IRRIGATION.
- C. DEVELOP DRAINAGE.
- *D. ALL OF THE ABOVE
- E. NONE OF THE ABOVE

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FROM AMONG SEVERAL CLIMATIC FACTORS, THE STUDENT CAN IDENTIFY

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THOSE WHICH WERE COMMON TO THE EXAMINED AREAS IN WHICH FOOD PRODUCTION DEVELOPED ON A LARGE SCALE IN ANCIENT TIMES BY SELECTING FROM A GIVEN LIST AN APPROPRIATE ANSWER. %10

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

WHICH OF THE FOLLOWING CLIMATIC FACTORS WERE PRESENT IN THE AREAS WHERE FOOD PRODUCTION DEVELOPED ON A LARGE SCALE IN ANCIENT TIMES?	2082
A. MILD TEMPERATURES, GOOD RAINFALL	2082
B. HOT TEMPERATURES, HEAVY RAINFALL	2082
*C. HOT TEMPERATURES, NOT ENOUGH RAINFALL	2082
D. COOL TEMPERATURES, NOT ENOUGH RAINFALL	2082

THE STUDENT CAN IDENTIFY THOSE TYPES OF NATURAL RESOURCES WHICH WERE IMPORTANT IN AREAS WHERE SOCIETIES FIRST DEVELOPED INTO LARGE SCALE FOOD PRODUCERS BY SELECTING THEM FROM A GIVEN LIST. %10	0312
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

A BIRTHPLACE OF FOOD PRODUCTION WOULD HAVE TO HAVE ALL OF THE FOLLOWING TYPES OF NATURAL RESOURCES *EXCEPT*	2085
A. WILD GRAIN GRASSES NEARBY WHICH COULD BE DOMESTICATED.	2085
B. VERY FERTILE SOIL.	2085
*C. DEPENDABLE RAINFALL.	2085
D. DEPENDABLE WATER SUPPLY FROM RIVER FLOODING.	2085
F. PLENTY OF HEAT AND SUNSHINE DURING THE GROWING SEASON.	2085

GIVEN A DIAGRAM OF A TYPE OF LENGTH MEASUREMENT WITH SEVERAL POINTS MARKED ON IT, THE STUDENT WILL BE ABLE TO INDICATE WHICH POINT MOST ACCURATELY CORRESPONDS TO THE CORRECT RELATIVE TIME POSITION OF THE ORIGIN OF FOOD-PRODUCTION, IN THE PERIOD FROM THE ORIGIN OF MODERN MAN TO THE PRESENT DAY BY INTERPRETING THE DIAGRAM BELOW. *10	0313
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X	G	H	I	J	Y	2086
* 1 * 2 * 3 * 4 * 5 * 6 * 7 * 8 * 9 * 10 * 11 * 12 *						2086
IN THE ABOVE TIME LINE, *X* REPRESENTS THE TIME WHEN THE PRESENT FORM OF MAN APPEARED ON EARTH, AND *Y* REPRESENTS TODAY. THE TIME WHEN MAN STARTED PRODUCING HIS FOOD IS MOST NEARLY REPRESENTED BY THE POINT LABELED						2086
A. G.						2086
B. H.						2086
C. I.						2086
*D. J.						2086

THE STUDENT CAN IDENTIFY THE MOST ACCURATE NUMBER OF YEARS AGO WHEN MAN BEGAN PRODUCING HIS FOOD BY SELECTING THE CORRECT	0315
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RESPONSE. %1n

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

MAN BEGAN PRODUCING FOOD BY GROWING CROPS ABOUT

- A. 5,000 YEARS AGO.
- B. 8,000 YEARS AGO.
- *C. 10,000 YEARS AGO.
- D. 15,000 YEARS AGO.

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STUDENTS WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE CHARACTERISTICS OF THE TRANSITION ERA BETWEEN FOOD GATHERING AND FOOD PRODUCING BY MATCHING THE GROUP TO ITS CORRECT ERA. %3n

0158

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

BEFORE MAN LEARNED TO FARM, HE

- A. HUNTED AND FISHED.
- B. ROAMED THE EARTH.
- C. WAS RULED BY NATURE.
- *D. ALL OF THE ABOVE

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WHEN WE SAY THAT MAN BEGAN TO FARM, WHAT WE MEAN IS

- A. MAN COULD NO LONGER SPEND HIS TIME HUNTING.
- B. MAN COULD NOW DO MORE FISHING AND LESS HUNTING.
- *C. MAN HUNTED AND WOMAN FARMED.
- D. ALL OF THE ABOVE

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WE BELIEVE THAT THE FIRST CROPS TO BE CULTIVATED BY MAN WERE

- *A. WHEAT AND BARLEY.
- B. RICE AND MILLET.
- C. OATS AND CORN.
- D. RYE AND FLAX.

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THE STUDENT CAN SHOW HIS KNOWLEDGE OF THE SEQUENCE OF EVENTS IN THE TRANSITION FROM FOOD GATHERING TO FULLY DEVELOPED FOOD PRODUCING SOCIETIES %SUCH AS THE NILE VALLEY% BY PLACING DEVELOPMENTS IN THE CORRECT ORDER OF OCCURENCE. %15n

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DIRECTIONS - PLACE THE FOLLOWING FIVE EVENTS IN ORDER.

0042

PART TIME FOOD GATHERING *F

2103

CARING FOR WILD GRAIN PATCHES *B

2104

CITIES *A

2105

IRRIGATION SYSTEMS *D

2106

NOMADIC FOOD GATHERING *C

2107

DIRECTIONS - PLACE THE FOLLOWING 100 EVENTS IN ORDER.

SPECIALIZED OCCUPATIONS *D	2108
TRADE *E	2109
CITIES *A	2110
SMALL FARMING VILLAGES *B	2111
IRRIGATION SYSTEMS *C	2112

DIRECTIONS - PLACE THE FOLLOWING FIVE EVENTS IN ORDER.

IRRIGATION SYSTEMS *D	2113
SPECIALIZATION OF OCCUPATIONS *A	2114
FORMAL EDUCATION *B	2115
FARMING IN RIVER VALLEYS *E	2116
WRITING *C	2117

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SEQUENCE OF EVENTS IN THE TRANSITION FROM FOOD GATHERING TO FULLY DEVELOPED FOOD PRODUCING SOCIETIES SUCH AS THE NILE VALLEY BY SUPPLYING THE MISSING STEP IN A SEQUENCE BY SELECTING IT FROM A LIST OF GIVEN ALTERNATIVES.

FROM THE CHOICES, SUPPLY THE MISSING ITEM SO THE GROUP OF FOUR WILL SHOW THE COMPLETE AND CORRECT ORDER OF APPEARANCE IN THIS DEVELOPMENT. 0043

ARROWHEADS	2118
DIGGING STICKS	2118
*****	2118
IRRIGATION DIKES AND DITCHES	2118
A. SPEARS	2118
*B. PLOWS	2118
C. WAREHOUSES	2118

HUNTING	2119
HUNTING-FARMING	2119
FARMING	2119
*****	2119
A. FISHING-HUNTING-FARMING	2119
B. NOMADIC HERDING	2119
*C. SPECIALIZED OCCUPATIONS	2119

SLEDS	2120
*****	2120
OXEN	2120
WAGONS	2120
*A. WHEELS	2120
B. HORSES	2120
C. GOVERNMENT	2120

HUNTING	2121
FARMING	2121
SPECIALIZATION	2121
*****	2121
*A. FORMAL EDUCATION	2121
B. IRRIGATION DITCHES	2121
C. DOMESTICATION OF ANIMALS	2121
FARMING	2122
SPECIALIZATION	2122
*****	2122
WRITING	2122
A. FORMAL EDUCATION	2122
B. LITERATURE	2122
*C. TRADE	2122

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY ACTIVITIES WHICH ARE CHARACTERISTIC OF FOOD-GATHERING SOCIETIES, BY CONTRASTING THEM WITH THOSE OF FOOD-PRODUCING SOCIETIES. %10m 0307

DIRECTIONS - BELOW ARE DESCRIPTIONS OF THE WAY OF LIFE IN DIFFERENT KINDS OF SOCIETIES. IN THE ANSWER SPACE FOR EACH DESCRIPTION, MARK - 0038

A - IF IT MOST LIKELY WOULD BE FOUND IN FOOD-GATHERING SOCIETIES.

B - IF IT MOST LIKELY WOULD BE FOUND IN FOOD-PRODUCING SOCIETIES.

THE PEOPLE LIVE IN YEAR-AROUND HOMES CLOSE TOGETHER IN THE COMMUNITY. THERE ARE MANY PERSONS IN THE COMMUNITY, BUT THEY ARE NOT ALL IN THE SAME FAMILY GROUP. THE COMMUNITY HAS PLACES WHERE THE PEOPLE CAN GET FOOD AND OTHER THINGS, WHICH ARE BROUGHT INTO THE COMMUNITY TO BE SOLD. *B 2068
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2068

EVERY ADULT IN THE COMMUNITY DOES THE SAME KINDS OF THINGS TO MAKE A LIVING. THE MEN ALL HAVE THE SAME SKILLS, THE WOMEN HAVE THEIR SKILLS. EACH HOUSEHOLD GETS ITS OWN FOOD, CLOTHING AND SHELTER, AND IT VERY OFTEN SHARES WITH OTHER HOUSEHOLDS. SO THERE IS NO IMPORTANT REASON TO TRADE. *A 2069
2069
2069
2069
2069

THE PEOPLE ARE GOVERNED BY AN ORGANIZED SYSTEM WITH MANY JOBS TO BE DONE. CERTAIN INDIVIDUALS ARE IN CHARGE AND HAVE THE POWER TO MAKE THE RULES. OTHERS SEE THAT THE RULES ARE OBEYED. STILL OTHERS COLLECT TAXES AND KEEP RECORDS. *B 2070
2070
2070
2070

WALKING THROUGH THE COMMUNITY YOU WOULD SEE SOME BIG, IMPORTANT-LOOKING HOMES, BUT THERE ARE MANY THAT ARE SMALLER. SOME PERSONS DRESS WELL AND HAVE MUCH FREE TIME TO ENJOY THINGS. OTHERS ARE POOR AND MUST WORK LONG AND HARD TO MAKE A LIVING. SOME HAVE A BETTER EDUCATION THAN OTHERS. *B 2071
2071
2071
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2071

EVERYONE IN THE COMMUNITY IS USUALLY ABOUT EQUAL IN IMPORTANCE, ALTHOUGH THE HEADMAN IS MORE IMPORTANT BECAUSE HE HAS TO MAKE A WISE CHOICE OF WHERE AND WHEN THE COMMUNITY WILL MOVE NEXT. *A 2072
2072
2072

A MAN IN THIS SOCIETY MAKES A LIVING FOR HIS FAMILY BY DOING A SPECIAL KIND OF WORK. THIS HE DOES ALL THE TIME, GETS PAID FOR IT, AND BUYS WHAT HE NEEDS FROM OTHERS, WHO DO THEIR WORK ALL THE 2073
2073
2073

TIME, TOO. *B 2073

THE PEOPLE LIVE IN SEVERAL PLACES DURING A YEARS TIME. THEIR 2074
SUPPLIES OF FOOD AND OTHER MATERIALS NEEDED IN THEIR DAILY LIFE 2074
HAVE TO BE FOUND IN DIFFERENT PLACES AT DIFFERENT TIMES OF 2074
YEAR. *A 2074

THE PEOPLE IN THE COMMUNITY ARE ALL RELATED. THAT IS, THEY ARE 2075
ALL IN THE SAME GENERAL FAMILY, INCLUDING AUNTS, UNCLES, GRAND- 2075
PARENTS, PARENTS, AND SO FORTH. *A 2075

A NUMBER OF LARGE BUILDINGS ARE IN THE MAIN PART OF THIS 2076
COMMUNITY. THEY ARE NOT USED AS LIVING QUARTERS, BUT AS PLACES 2076
WHERE THE PEOPLE GATHER TO WORK, MAKE DECISIONS, BUY OR SELL 2076
THINGS. THE BUILDINGS ARE MADE OF WOOD OR STONE OR BRICK AND 2076
ARE USED THROUGHOUT THE YEAR. *B 2076

THE CHILDREN USUALLY SPEND MOST OF THEIR TIME PLAYING WITH SMALL 2077
TOOLS AND OTHER THINGS THEY WILL USE WHEN THEY GROW UP. THEIR 2077
PARENTS ARE NEARBY MUCH OF THE TIME, AND THE CHILDREN LEARN THEIR 2077
SKILLS AND KNOWLEDGE FOR MAKING A LIVING FROM THEIR PARENTS AND 2077
OTHER RELATIVES. *A 2077

GIVEN A SERIES OF RELATED FACTS IN SOCIAL STUDIES, THE STUDENT 0180
WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY SELECTING THE
MOST REASONABLE GENERALIZATIONS FROM A GIVEN LIST. %4

DIRECTIONS FROM THE GIVEN INFORMATION SELECT THE MOST VALID 0012
CONCLUSION

FOR THE FIRST 500,000 YEARS OF MAN,S LIFE ON EARTH, HE WAS A 2300597
FOOD GATHERER. MAN BEGAN PRODUCING FOOD ABOUT 10,000 YEARS AGO. 2300597
THE DEVELOPMENT OF CITY LIFE BEGAN ABOUT 6,000 YEARS AGO. THE 2300597
AIRPLANE WAS DEVELOPED ABOUT FIFTY YEARS AGO. THE ATOMIC BOMB 2300597
WAS DEVELOPED ABOUT TWENTY-FIVE YEARS AGO. WHICH OF THE FOLLOW- 2300597
ING IS A REASONABLE PREDICTION FOR THE FUTUREO 2300597
A. MAN HAS PROBABLY ABOUT ACHIEVED HIS LEVEL OF ABILITY. 2300597
B. MAN WILL PROBABLY BEGIN TO DECLINE GRADUALLY. 2300597
C. MAN WILL SLOWLY PROGRESS. 2300597
*D. MAN WILL PROGRESS AT AN EVER INCREASING RATE. 2300597

RIDING IN A HORSE DRAWN CART OF CHARIOT OF SOME SORT HAS 2300598
MANY ADVANTAGES OVER RIDING ON THE BACK OF A HORSE. DURING 2300598
THE TIME OF THE ROMAN EMPIRE, MANY WHEELED VEHICLES WERE USED 2300598
FOR TRANSPORTATION. THE ROADS WERE WELL KEPT AND SAFE FOR 2300598
TRAVELING. AFTER THE FALL OF THE EMPIRE, PEOPLE USED HORSE 2300598
BACK RIDING ALMOST EXCLUSIVELY. WHAT UNSTATED CONCLUSION CAN WE 2300598
MAKE FROM THESE FACTSO 2300598
A. THE ROMAN EMPIRE HAD GOOD ROADS THAT WERE SAFE FOR TRAVEL. 2300598
*B. WHEN THE EMPIRE FEEL, THE ROADS WERE NO LONGER SAFE AND 2300598
KEPT UP. 2300598
C. AFTER THE EMPIRE FELL, PEOPLE TRAVELED ON HORSE BACK. 2300598
D. THE ROMAN EMPIRE FELT THAT GOOD ROADS WOULD HELP THEM IN 2300598
TRADING. 2300598

ADVANCED FOOD PRODUCING NATIONS DEVELOP GOOD ROADS FOR TRADING. 2300599
THERE WAS A HIGHLY DEVELOPED SYSTEM OF FINE ROADS DURING THE 2300599
TIME OF THE ROMAN EMPIRE. IN ANCIENT CHINA THERE DEVELOPED A 2300599

TYPE OF PONY EXPRESS LEADING TO THE EMPEROR'S PALACE ALONG GOOD	2300599
HIGHWAYS. WHAT CONCLUSION CAN YOU REASONABLY DRAW FROM THE FACTS	2300599
ABOVE.	2300599
A. THERE WERE FOOD GATHERERS AND FOOD PRODUCERS IN ROME AND	2300599
IN CHINA.	2300599
B. ROME WAS A SUCCESSFUL FOOD PRODUCING EMPIRE.	2300599
*C. THE APPEARANCE OF GOOD SYSTEMS OF ROADS IS A	2300599
CHARACTERISTIC OF A TRADING NATION.	2300599
D. PEOPLE TRADED IN ANCIENT CHINA.	2300599

IN SOME SOCIETIES TODAY PEOPLE ARE STILL AT THE PRIMITIVE STAGE	2300600
OF FOOD GATHERING, AND SOME HAVE ADVANCED TO THE FOOD PRODUCING	2300600
STAGE. IN OTHER SOCIETIES TODAY, PEOPLE HAVE, WITHIN A COMPARA-	2300600
TIVELY SHORT TIME, PASSED THROUGH BOTH OF THESE STAGES OF	2300600
DEVELOPMENT INTO AN INDUSTRIAL AGE. WHEN PRIMITIVE SOCIETIES	2300600
COME INTO SUDDEN CONTACT WITH A SOCIETY IN A HIGHLY INDUSTRIAL	2300600
STAGE OF DEVELOPMENT, THEY SOMETIME JUMP DIRECTLY INTO THAT	2300600
STAGE. BASED ON THESE STATEMENTS, WHICH WOULD BE THE MOST VALID	2300600
CONCLUSION?	2300600
A. SOCIETIES PROGRESS AT A RAPID RATE IN OUR WORLD TODAY.	2300600
B. SOCIETIES TEND TO PROGRESS AT A SIMILAR RATE OF DEVELOP	2300600
MENT.	2300600
*C. SOCIETIES PASS THROUGH THE SAME STAGES OF DEVELOPMENT.	2300600
D. SOCIETIES PROGRESS AT DIFFERENT RATES.	2300600

WHEN GIVEN A LIST OF INFLUENCES ON MAN'S THINKING ABOUT PRE-	0179
HISTORIC LIFE, THE STUDENT WILL DETERMINE THE MOST SIGNIFICANT	
OF THESE INFLUENCES BY SELECTING THEM FROM A GIVEN LIST. %10	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

NOT UNTIL THE TWENTIETH CENTURY DID MAN STUDY OR EVEN	2300595
CONSIDER THE EXISTENCE OF PREHISTORIC MAN. WHICH OF THE	2300595
FOLLOWING EXPLAINS THIS BEST?	2300595
*A. MODERN MAN DID NOT FEEL THAT THERE WAS CONCLUSIVE EVIDENCE	2300595
OF THE EXISTENCE OF PREHISTORIC MAN UNTIL THE TWENTIETH	2300595
CENTURY.	2300595
B. MODERN MAN WAS FAR TOO INVOLVED IN HIS OWN LIFE AND	2300595
TROUBLES TO STUDY PREHISTORIC MAN UNTIL THE TWENTIETH	2300595
CENTURY.	2300595
C. MODERN MAN WAS NOT INTERESTED IN THE STUDY OF HISTORY UNTIL	2300595
THE TWENTIETH CENTURY.	2300595
D. MODERN MAN JUST DID NOT HAVE TIME TO STUDY PREHISTORIC MAN	2300595
AND DEVELOP HIS OWN NATION INTO AN INDUSTRIAL STATE AT THE	2300595
SAME TIME.	2300595

THE STUDENT WILL SHOW HIS ABILITY TO DRAW INFERENCES FROM A GIVEN	0209
SET OF ARTIFACTS %PICTURES, ITEMS, ETC. BY INDICATING THE PROBABLE	
PERIOD IN HISTORY WHICH THEY REPRESENT. %40	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

WHAT CIVILIZATION IN HISTORY IS REPRESENTED BY THE ARTIFACTS	2300774
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LISTED HERE: STONE HAMMER, STONE SCRAPER, BARBED BONE SPEAR,	2300774
BARBED BONE HOOK, STONE AXE	2300774
A. BRONZE AGE MAN	2300774
B. LAKE DWELLER	2300774
*C. CAVE MAN	2300774
D. ANCIENT EGYPTIANS	2300774

WHAT PEOPLE IN HISTORY USED THE IMPLEMENTS LISTED HERE: OX YOKE,	2300775
BUTTER CHURN, IRON KETTLE, MATCHLOCK GUN, WOODEN BUCKET, SCYTHE,	2300775
SICKLE	2300775
A. MODERN POLICEMAN	2300775
*B. AMERICAN PIONEERS	2300775
C. EGYPTIAN PHAROAHs	2300775
D. VIKING EXPLORERS	2300775

PRETEND YOU ARE A SPACE ADVENTURER IN THE YEAR 3000 A.D. IN	2300776
NORTH AMERICA YOU DISCOVERED A TIME CAPSULE FROM THE TWENTIETH	2300776
CENTURY. WHEN YOU OPENED IT, YOU FOUND A PHOTOGRAPH ALBUM	2300776
SHOWING ARTIFACTS USED BY 20TH CENTURY NORTH AMERICAN MAN.	2300776
WHICH OF THE FOLLOWING THINGS WOULD YOU BE *LEAST* LIKELY TO	2300776
FIND IN THE ALBUM?	2300776
A. PUSH BUTTON PHONE	2300776
B. ELECTRIC TYPEWRITER	2300776
*C. SPINNING WHEEL	2300776
D. WINDMILL	2300776

IN WHAT GEOGRAPHICAL LOCATION WOULD YOU EXPECT THESE ARTICLES	2300777
TO HAVE BEEN FOUND: SHEPHERD'S STAFF, COWBELL, MILKPAIL,	2300777
HAY RAKE, HAY FORK	2300777
A. RAPID RIVER CANYON	2300777
*B. COUNTRY HILLSIDE	2300777
C. SANDY DESERT LAND	2300777
D. ROCKY SEASHORE	2300777

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE IDEAS AND CONVIC-	0211
TIONS COMMON TO THE PEOPLE OF EARLY PERIODS OF HISTORY AS THEY	
RELATED TO THEIR KNOWN WORLD BY SELECTING THEM FROM A GIVEN LIST.	
%70	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	

TO WHAT EXTENT DID THE PEOPLE OF EARLY HISTORY KNOW ABOUT THE	2300782
SIZE OF THEIR WORLD?	2300782
A. EXTENDED TO FAR AWAY LANDS	2300782
B. BEYOND THE MOUNTAIN RANGE	2300782
*C. LIMITED TO THE AREA WHERE THEY LIVED	2300782
D. STRETCHED ACROSS THE OCEANS	2300782

WHAT IDEA, OR BELIEF, DID THE EARLY PEOPLE HAVE ABOUT THE SHAPE	2300783
OF THE WORLD?	2300783
*A. A FLAT, ROUND PANCAKE	2300783
B. A ROUND FLATTENED BALL	2300783
C. A HIGH PYRAMID	2300783
D. A SPHERE	2300783

WHAT DID THE EARLY PEOPLE BELIEVE ABOUT THE WORLD BEYOND THEIR	2300784
OWN LANDS?	2300784

- A. THE LANDS AND WATERS WENT ALL THE WAY AROUND THE GLOBE. 2300784
- B. THERE WERE MANY CONTINENTS SURROUNDED BY WATER. 2300784
- C. TWO CONTINENTS WERE IN THE WESTERN HEMISPHERE. 2300784
- *D. THE WORLD ENDED AT THE EDGE OF THE SEA. 2300784

- WHICH OF THESE CULTURES DARED TO SAIL ALONG THE WEST COAST OF AFRICA? 2300785
- *A. PHOENICIANS 2300785
 - B. EGYPTIANS 2300785
 - C. VIKINGS 2300785
 - D. GREEKS 2300785

- WHAT BODY OF WATER WAS BEST KNOWN TO THE PEOPLE OF EGYPT IN THE EARLY DAYS OF HISTORY? 2300786
- A. ATLANTIC OCEAN 2300786
 - *B. MEDITERRANEAN SEA 2300786
 - C. ARCTIC OCEAN 2300786
 - D. DANUBE RIVER 2300786

- HOW DID EARLY CIVILIZATIONS EXPLAIN THE CLIMATE OF THEIR WORLD AND THE CHANGES IN NATURE? 2300787
- *A. THE GODS WERE IN CHARGE. 2300787
 - B. THE KINGS AND LEADERS WERE RESPONSIBLE. 2300787
 - C. IT JUST HAPPENED. 2300787
 - D. THEY HAD NO BELIEFS. 2300787

- WHAT CONTINENTS WERE CONSIDERED IN EARLY HISTORY TO BE A PART OF THE KNOWN WORLD? 2300788
- A. ALL OF NORTH AMERICA, SOUTH AMERICA, AND AUSTRALIA 2300788
 - B. PART OF EUROPE, ALL OF AFRICA, PART OF ANTARCTICA 2300788
 - *C. ALL OF EUROPE, PART OF AFRICA, PART OF ASIA 2300788
 - D. PART OF EUROPE, ALL OF AFRICA, ALL OF ASIA 2300788

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HIS OWN AND OTHER CULTURES BY IDENTIFYING COMMONALITIES BETWEEN THEM IN GIVEN SITUATIONS. %3# 0178

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

- IF YOU WERE SUDDENLY PLACED BACK IN TIME INTO THE DAYS OF NEOLITHIC MAN, YOU WOULD BE ABLE TO DO SOME THINGS BETTER THAN HE COULD BECAUSE YOUR 2300592
- A. BRAIN CAPACITY IS LARGER. 2300592
 - *B. CIVILIZATION IS MORE ADVANCED. 2300592
 - C. PARENTS HAVE TRAINED YOU MORE THOROUGHLY. 2300592
 - D. SOCIETY COOPERATES AND HELPS YOU BETTER. 2300592

- THE TYPICAL EARLY AMERICAN COLONISTS OFTEN WORE A GREAT DEAL MORE CLOTHING THAN DID THE AMERICAN INDIANS HE MET. WHICH OF THE FOLLOWING WAS THE MOST IMPORTANT INFLUENCE ON THE COLONISTS CLOTHING SELECTING? 2300593
- A. THE COLONISTS GOT COLD IN THE NEW ENGLAND WEATHER TO WHICH THEY WERE UNACCUSTOMED. 2300593
 - *B. THE COLONISTS WERE USED TO THIS TYPE OF CLOTHING IN EUROPE. 2300593
 - C. THE COLONISTS WERE SHY ABOUT SHOWING THE BODY. 2300593
 - D. THE COLONISTS WANTED TO REMAIN DIFFERENT FROM THE INDIANS. 2300593

IT IS EASIER FOR US NOWDAYS TO UNDERSTAND PEOPLES IN OTHER
GEOGRAPHICAL AREAS. WHICH OF THE FOLLOWING STATEMENTS *BEST*
EXPLAINS OUR BETTER UNDERSTANDINGO

0594

- *A. WE CAN READ ABOUT THEM AND SEE THEM ON TELEVISION.
- B. WE CAN TRAVEL EVEN THOUSANDS OF MILES TO VISIT THEM.
- C. WE CAN SPEAK WITH THEM THROUGH LANGUAGE TRANSLATORS.
- D. WE CAN SEND AND RECEIVE LETTERS, TELEGRAMS, AND CABLES.

2300594

2300594

2300594

2300594

B. ANCIENT CIVILIZATIONS

1. AZTECS, INCAS, MAYAS

STUDENTS WILL REALIZE THAT THE AZTECS, INCAS AND MAYAS HAD MANY
INNOVATIONS IN COMMON WITH THE ROMAN CIVILIZATION BY BEING ABLE
TO IDENTIFY FROM A LIST OF ITEMS THOSE WHICH THEY HAD IN
COMMON. %10

0301

DIRECTIONS

PLACE A *C* ON THE LINE IF THE ITEM IS COMMON TO THE ROMAN AND
EARLY AMERICAN CIVILIZATIONS. PUT AN *A* BY THOSE WHICH WERE NOT
IN COMMON.

WHEEL *A

3005

STONE TEMPLES *C

3006

LARGE CITIES *C

3007

METAL TOOLS *A

3008

CALENDAR *C

3009

CHINAMPAS *A

3010

PYRAMIDS *A

3011

PAVED ROADS *C

3012

FARMING *C

3013

IRRIGATION *C

3014

STUDENTS WILL DISPLAY THEIR KNOWLEDGE OF THE MAYAN CIVILIZATION
BY BEING ABLE TO SELECT THE CORRECT ANSWER TO A QUESTION WHEN
GIVEN A NUMBER OF CHOICES. %5

0302

DIRECTIONS

SELECT THE LETTER OF THE CORRECT ANSWER.

THE CHIEF CROP OF THE MAYAS WAS

3015

A. CACAO.

- B. BEANS.
- C. TOMATOES.
- *D. CORN.

THE MAYAS INVENTED A SYSTEM OF COUNTING USING WHICH OF THE FOLLOWING AS THE BASE?

3016

- A. 10
- *B. 20
- C. 30
- D. 40

THE PENINSULA ON WHICH THE MAYAS SETTLED WAS

3017

- A. BAJA.
- B. FLORIDA.
- *C. YUCATAN.
- D. CUZCO.

DUE TO THE PLENTIFUL GAME THE MAYAS REFERRED TO THEIR COUNTRY AS

3018

- A. LAND OF PLENTIFUL GAME.
- B. THE HAPPY HUNTING GROUND.
- *C. LAND OF THE TURKEY AND THE DEER.
- D. THE PLACE OF MANY ANIMALS.

THE MAYAS ARE OFTEN CALLED THE *GREEKS* AMONG THE AMERICAN INDIANS BECAUSE THEY

3019

- A. HAD MANY GREAT PHILOSOPHERS.
- B. FOUGHT A WAR AGAINST A TRIBE SIMILIAR TO THE SPARTONS.
- *C. WERE NOTED FOR THEIR FINE ARCHITECTURE.
- D. LIVED IN AN AREA THAT BORDERED ON THE SEA.

STUDENTS WILL APPLY THEIR KNOWLEDGE OF THE MAYAN CIVILIZATION TO PROBLEM SITUATIONS BY CHOOSING THE CORRECT ANSWER FROM A LIST OF POSSIBLE ANSWERS. %2d

0303

DIRECTIONS

SELECT THE LETTER OF THE CORRECT ANSWER.

IF YOU WERE A MAYAN FARMER AND CONCERNED ABOUT WHEN TO PLANT A PARTICULAR CROP BECAUSE IT HAD A VERY LONG GROWING SEASON, YOU WOULD PROBABLY CONSULT

3020

- A. AN ALMANAC.
- B. THE STARS, MOON AND SUN.
- C. CHICKEN ITZA.
- D. YOUR WIFE.
- *E. A PRIEST.

USING TREMENDOUS AMOUNTS OF MANPOWER THE MAYAS CONSTRUCTED BEAUTIFUL BUILDINGS. PRETEND THAT YOU ARE A MAYAN LABORER AND THAT YOU ARE AWARE OF THE INTELLIGENCE AND SKILLS OF YOUR FELLOW CRAFTSMEN. CHOOSE *TWO* INVENTIONS FROM THE LIST BELOW THAT WOULD HAVE BEEN MOST HELPFUL TO YOU AND YOUR FELLOW WORKERS.

3021

- A. BULLDOZER
- *B. WHEEL
- C. JACKHAMMER
- D. TRANSIT
- E. TRUCK
- *F. METAL TOOLS

THE STUDENT WILL EXHIBIT HIS KNOWLEDGE OF THE AZTEC CIVILIZATION
BY MATCHING THE CORRECT ANSWER WITH THE GIVEN WORD OR PHRASE. %7

0304

DIRECTIONS

SELECT THE ITEM ON THE TOP THAT DESCRIBES THE TERM ON THE BOTTOM.

- A. PEOPLE WHOSE OCCUPATIONS WERE ASSIGNED BY THE GOVERNMENT
- B. CAPITAL OF THE AZTEC EMPIRE
- C. SPANISH EXPLORER WHO CONQUERED THE AZTECS
- D. SPANISH EXPLORER WHO CONQUERED THE INCAS
- E. REED BASKETS, ANCHORED IN A LAKE, WITH CROPS PLANTED IN THEM
- F. A ROADWAY OVER WATER
- G. THE AZTEC RAIN GOD
- H. *PEOPLE OF THE CRANES*
- I. KNOTTED STRINGS OF DIFFERENT LENGTHS
- J. THE WAY IN WHICH SOMETHING IS CAUSED
- K. THE FEATHERED SERPENT AZTEC GOD
- L. AZTEC EMPEROR MURDERED BY THE SPANISH

AZTECS *H

3022

CHINAMPAS *E

3023

TENOCHTITLON *B

3024

CAUSEWAY *F

3025

QUETZALCOAT *K

3026

MONTEZUMA *L

3027

HERNANDO CORTES *C

3028

STUDENTS WILL DISPLAY THEIR KNOWLEDGE OF THE INCA INDIANS BY
COMPLETING A SENTENCE WITH THE CORRECT ANSWER WHEN GIVEN A
NUMBER OF CHOICES. %4

0305

DIRECTIONS

SELECT THE LETTER OF THE CORRECT ANSWER.

THE INCA EMPIRE WAS LOCATED IN

3029

- A. THE HIMALAYAS.
- B. MEXICO.
- C. YUCATAN.
- *D. THE ANDES.

THE INCAS KEPT RECORDS WITH

3030

- *A. KNOTTING STRINGS.
- B. PENCIL AND PAPER.
- C. LARGE MARBLE STONES.
- D. A FORM OF WRITING SIMILAR TO HIEROGLYPHICS.

THE EMPEROR OF THE INCAS WAS CAPTURED AND LATER MURDERED BY A
GROUP OF SPANIARDS LED BY

3031

- A. CORTEZ.
- B. MONTEZUMA.

- *C. PIZARRO.
- D. DA GAMA.

WHICH OF THE FOLLOWING GROUPS OF ANIMALS LIVE IN THE MOUNTAINOUS REGIONS OF SOUTH AMERICA AND WERE A SOURCE OF WOOL FOR THE INCASO

3032

- A. SHEEP, GOATS AND LAMBS.
- B. HORSES, COWS AND PIGS.
- *C. LLAMAS, ALPACAS AND VICUNAS.
- D. VICUNAS, CHICKENS AND CATS.

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE DEFEAT OF THE INCAS BY CHOOSING THE CORRECT REASON FROM A NUMBER OF CHOICES.

0306

%11

DIRECTIONS

CHOOSE THE CORRECT ANSWER FROM THE LIST OF ALTERNATIVES.

.....MANY TEMPLES AND PALACES HAD GOLD OR SILVER DECORATIONS. EVEN PARTS OF THE ROOFS WERE OF PRECIOUS METALS. THE INCA SAT ON A THRONE OF GOLD. HE ATE FROM GOLD AND SILVER DISHES.

3033

FROM THIS DESCRIPTION OF THE CITY OF CUZCO, WHY DO YOU THINK THE SPANIARDS CONQUERED THE INCASO

- A. SO THEY COULD LIVE IN THE INCAS HOMES.
- *B. BECAUSE THEY WANTED THE GOLD AND SILVER OWNED BY THE INCAS.
- C. THE SPANIARDS BECAME UPSET WHEN THE INCAS CHEATED THEM.
- D. THE SPANIARDS WANTED TO LEARN HOW TO MAKE GOLD AND SILVER DISHES.

2. CHINA

STUDENTS WILL SHOW HIS KNOWLEDGE OF THE NAMES AND CHARACTERISTICS OF DESERTS, ISLANDS, RIVERS AND MOUNTAINS OF ANCIENT CHINA BY CORRECTLY MATCHING THE NAMES AND CHARACTERISTICS TO THE ITEM. %511

0193

CIVILIZATIONS DEVELOPED IN CHINA AROUND ALL *EXCEPT* WHICH OF THE FOLLOWING RIVERSO

2300649

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THE IMPORTANT RIVER OF NORTHERN CHINA IS THE

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2300650

2300650

2300650

2300650

A LARGE DESERT OF CHINA IS THE

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2300651

2300651

*C. GORI.	2300651
D. THAR.	2300651

WHICH OF THE FOLLOWING ARE *NOT* MOUNTAINS OF CHINA?	2300652
A. HIMALAYA	2300652
B. KUNLUN	2300652
C. ALTAI	2300652
D. KINGAN	2300652
*E. CHERSKI	2300652

AN ISLAND OFF THE COAST OF CHINA IS	2300653
A. TAIWAN.	2300653
B. HAINAN.	2300653
C. HONG KONG ISLAND.	2300653
*D. ALL OF THE ABOVE	2300653

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE CENTRAL CHARACTERISTICS OF EARLY CHINESE CIVILIZATION BY SELECTING THEM FROM A LIST OF CHOICES. %20	0162
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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ORACLE BONES OF THE SHANG DYNASTY, CHINA'S EARLIEST CIVILIZATION ARE USEFUL IN STUDYING THIS CIVILIZATION. THEY WERE USED	2300562
*A. TO FORETELL THE FUTURE.	2300562
B. FOR SACRIFICING TO THE GODS.	2300562
C. AS MONEY FOR TRADING.	2300562
D. AS NECKLACES FOR DECORATION.	2300562

BECAUSE EARLY CHINESE CIVILIZATION APPEARS TO HAVE STARTED LATER THAN THE CIVILIZATION IN MESOPOTAMIA, WE BELIEVE THAT THE	2300563
A. EARLY CHINESE WERE MORE BACKWARD.	2300563
B. PEOPLE OF CHINA ORIGINALLY MOVED FROM MESAPOTAMIA.	2300563
*C. CULTURE OF MESAPOTAMIA SPREAD TO CHINA.	2300563
D. EARLIER REMAINS IN CHINA HAVE NOT YET BEEN DISCOVERED.	2300563

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL AND SELECT THE DATES OF IMPORTANT EVENTS IN ANCIENT CHINA BY SELECTING THEM GIVEN A CHOICE OF ITEMS. %40	0205
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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WRITING WAS DEVELOPED IN ANCIENT CHINA ABOUT	2300728
A. 2500 B.C.	2300728
*B. 1500 B.C.	2300728
C. 500 B.C.	2300728
D. 10 B.C.	2300728

THE CHOU DYNASTY WAS ESTABLISHED ABOUT	2300729
A. 2000 B.C.	2300729
*B. 1000 B.C.	2300729
C. 200 B.C.	2300729
D. 10 B.C.	2300729

CONFUCIUS LIVED ABOUT

- *A. 500 B.C.
- B. 200 B.C.
- C. 100 B.C.
- D. 200 A.D.

2300730
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2300730
2300730
2300730

THE CHIN DYNASTY BEGAN ABOUT

- A. 1000 B.C.
- B. 500 B.C.
- *C. 200 B.C.
- D. 100 B.C.

2300731
2300731
2300731
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2300731

STUDENTS WILL DISPLAY HIS ABILITY TO RECOGNIZE THE EFFECT OF CHINESE TRADITION ON MAN'S DAILY LIFE BY IDENTIFYING SOME OF THE CHARACTERISTICS OF IT AND OF ITS HISTORY BY SELECTING THEM FROM A LIST. %11n

Q163

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE CHINESE HAVE, THROUGH HISTORY, MAINTAINED AN AWE AND RESPECT FOR

- A. ALMOST ALL NEW IDEAS.
- B. THE ABILITIES OF INSULTING FOREIGNERS.
- *C. TRADITION AND THE PAST.
- D. THE COMMON MAN.

2300564
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2300564

THE IDEA OF A HEAVENLY MANDATE FOR THE RULER OF CHINA MEANT THAT HEAVEN WOULD AID, PROTECT AND AGREE TO THE EMPEROR'S REIGN AS LONG AS HE

2300565
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2300565
2300565

- *A. WAS KIND TO THE PEOPLE.
- B. SACRIFICED TO HEAVEN.
- C. BUILT ALTARS TO HEAVEN.
- D. PRODUCED A MALE HEIR TO THE THRONE.

EARLY CHINESE BELIEVED THAT THE SPIRIT OF ANCESTORS

- A. WAS LOCATED IN HEAVEN AND COULD NOT RETURN TO EARTH.
- *B. HAD TO BE SERVED AND RESPECTED.
- C. WAS JUST A MYTH TOLD TO THEM.
- D. DETERMINED WHO WOULD BE THE RULER.

2300566
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PART OF THE BASIS BELIEFS OF EARLY CHINESE PEOPLE WAS THEIR RELIEF IN THE EXISTENCE AND POWER OF

- A. A NUMBER OF NATIVE SPIRITS.
- B. THE SPIRIT OF ANCESTORS.
- C. DIVINE RIGHT OF THE RULER.
- *D. ALL OF THE ABOVE

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THE ONE MOST IMPORTANT PERSON IN THE HISTORY OF CHINA IS

- A. TAO HUNG-CHING.
- *B. CONFUCIUS.
- C. NIRVANA.
- D. LAO T ZU.
- E. KUOMINTANG.

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MANY CHINESE HAVE PROFESSED TO BE TAOISTS, BUDDHISTS, CONFUCIANISTS, AND CHRISTIANS, BUT OF THESE THE MOST IMPORTANT

2300569
2300569

ALWAYS REMAINS	2300569
A. TAOIST.	2300569
B. BUDDHIST.	2300569
*C. CONFUCIANIST.	2300569
D. CHRISTIAN.	2300569
ACCORDING TO THE FEUDAL SOCIETY OF THE TIME WHEN CONFUCIUS	2300570
LIVED AND TAUGHT, THE COMMON PEOPLE WERE	2300570
A. NOT TO BE CONSIDERED BY HIM.	2300570
*B. TO BE LFD AND CARED FOR.	2300570
C. TO HELP RULE.	2300570
D. TO SHARE ALL PRIVILEGES WITH THE RULER.	2300570
THE TEACHINGS OF CONFUCIUS CONVINCED MANY OF THE GREAT MEN OF	2300571
CHINESE HISTORY THAT THE HIGHEST CAREER IN LIFE IS THAT OF A	2300571
*A. STATESMAN.	2300571
B. LANDOWNER.	2300571
C. RELIGIOUS LEADER.	2300571
D. SOLDIER.	2300571
THE BIRTHDAY OF CONFUCIUS WAS CELEBRATED UNTIL 1949 AS A	2300572
NATIONAL HOLIDAY CALLED	2300572
A. CONFUCIUS DAY.	2300572
B. STATESMEN'S DAY.	2300572
C. RELIGIOUS DAY.	2300572
*D. TEACHERS, DAY.	2300572
BUDDHISM REACHED CHINA ABOUT	2300573
A. 5,000 YEARS AGO.	2300573
*B. 2,000 YEARS AGO.	2300573
C. 1,000 YEARS AGO.	2300573
D. 500 YEARS AGO.	2300573
BUDDHISM GIVES THE CHINESE PEOPLE THE IDEA THAT THE SORROW IN	2300574
THE WORLD IS CAUSED PRIMARILY BY	2300574
A. THE RULER'S MISDEEDS.	2300574
*B. THE DESIRE AND CRAVING OF PEOPLE.	2300574
C. THE INFLUENCE OF FOREIGNERS.	2300574
D. THE FEUDAL SYSTEM'S EFFECT ON SOCIETY.	2300574
ACCORDING TO THE TEACHING OF BUDDHISM, IF A PERSON LIVES A	2300575
WELL DISCIPLINED LIFE, HE HAS A CHANCE OF	2300575
A. GOING TO HEAVEN.	2300575
*B. ATTAINING NIRVANA.	2300575
C. BECOMING A SAINT.	2300575
D. LIVING A LONG LIFE.	2300575

3. EARLY AFRICAN

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS	0308
THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION	
OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT	
INFORMATION. %70	
DIRECTIONS - YOUR TEACHER HAS ASSIGNED YOU A REPORT ON *THE	0232

EARLIEST KNOWN CIVILIZATIONS WERE BEGAN BY BLACKS*. BELOW ARE PARAGRAPHS FOR YOU TO READ. CIRCLE *A* IF THE PARAGRAPH PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CIRCLE *B* IF THE INFORMATION IS NOT USEFUL.

MAN ORIGINATED IN AFRICA...ANCIENT EGYPT, WHICH HAS BEEN CALLED THE CRADLE OF CIVILIZATION, WAS AT LEAST ONE-THIRD BLACK. SOME SCHOLARS CONSIDER THE ANCIENT EGYPTIANS TO HAVE BEEN A DISTANT RACE FORMED BY THE MIXTURE OF PEOPLES FROM ACROSS THE MEDITERRANEAN SEA, TRIBESMEN FROM THE EAST, AND ETHIOPIANS FROM THE SOUTH. SOME ANCIENT GREEK WRITERS SPOKE OF THE EGYPTIANS AS BLACK AND WOOLY-HEADED. MOSAIC MURALS CLEARLY SHOW BLACK, BROWN, AND WHITE EGYPTIANS. SEVERAL PHARAOKHS AND THEIR QUEENS WERE BLACK. IF ANCIENT EGYPT WAS INDEED THE CRADLE OF CIVILIZATION, THEN THERE WAS A PRONOUNCED BLACK INFLUENCE UPON THAT CIVILIZATION.

*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

WHEN THE PORTUGUESE EXPLORERS FIRST VISITED WEST AFRICA IN 1444, THEY WERE ENCOUNTERING A CIVILIZATION THAT WAS ESSENTIALLY COMPARABLE TO THAT OF EUROPE.

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

GHANA, MALI, AND SONGHAY WERE THE GREAT EMPIRES OF AFRICA, BUT THERE WERE LESSER STATES TO THE EAST AND SOUTH, NOTABLE MOSSI, HAUSA, KNAEM-BORNU, AND ASHANTI. SOME RETAINED THEIR IDENTITIES UNTIL THE 19TH CENTURY, WHEN BRITISH, FRENCH, AND OTHER COLONIAL POWERS SUBJUGATED THEM.

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

EXCAVATIONS IN THE CONGO HAVE REVEALED THE EXISTENCE OF THE ISHONGO PEOPLE WHO LIVED EIGHT THOUSAND YEARS AGO AND USED A PRIMITIVE ABACUS OR MULTIPLICATION TABLE. IN THE SAHARA DESERT DIGGERS DISCOVERED BEAUTIFUL NATURALISTIC PAINTINGS OF BLACK MEN AND WOMEN MADE THREE THOUSAND YEARS BEFORE CHRIST, AND INDICATING THAT LIFE FLOURISHED THERE.

*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

WHEN THE ARABS SWEEP ACROSS NORTH AFRICA THEY DISCOVERED BLACK CIVILIZATIONS THAT WERE ALREADY THOUSANDS OF YEARS OLD. WHEN EUROPE WAS Mired IN THE IGNORANCE AND ISOLATION OF ITS DARK AGES, POWERFUL KINGDOMS FLOURISHED IN NORTHWEST AFRICA. IT IS POSSIBLE THAT THEY EXCEEDED THE EUROPEAN MONARCHIES IN WEALTH, ORGANIZATION, AND INTELLECTUAL ATTAINMENT.

*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

THE AFRICANS WERE CERTAINLY ON AN ECONOMIC PAR WITH EUROPE. THE BASIS OF WEALTH WAS AGRICULTURE. DESPITE THE PROBLEMS PRESENTED BY THE JUNGLE AND INSECTS, AFRICANS WERE AMONG THE BEST FARMERS IN THE WORLD. THEY HAD VARIETY IN THEIR CROPS, USED FERTILIZERS, AND RAISED CATTLE, SHEEP AND CHICKENS.

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN RELEVANT AND IRRELEVANT FACTS BY IDENTIFYING THE RELEVANT AND IRRELEVANT STATEMENTS. %10□

DIRECTIONS - JACK WAS WRITING A REPORT ON NATURES OBSTACLES WHICH POSTPONED WORLD INTEREST IN AFRICA UNTIL THIS PAST CENTURY. 0060
BELOW ARE STATEMENTS ABOUT AFRICA. ENCIRCLE *A* FOR THOSE THAT ARE RELEVANT TO JACKS REPORT OR *B* FOR THOSE THAT ARE NONRELEVANT.

AFRICA HAS *NO* LARGE BAYS AND GULFS EXTENDING FAR INLAND. *A 2349

THE NIGER RIVER HAS AN ABUNDANCE OF WATER. *B 2350

MANY OF AFRICAS RIVER MOUTHS ARE DIFFICULT TO ENTER BECAUSE OF DELTAS. *A 2351
2351

IN SOME PARTS OF AFRICA LOWLANDS EXTEND FAR BACK FROM THE COAST. *B 2352
2352

MIDDLE-LATITUDE PEOPLE FIND YEAR-ROUND HEAT DIFFICULT TO ENDURE. *A 2353
2353

TROPICAL AFRICAS FORESTS SWARM WITH INSECTS THAT CARRY DEADLY DISEASES. *A 2354
2354

MANY AFRICAN RIVERS STEP DOWN FROM THE INTERIOR HIGHLANDS TO NARROW COASTAL PLAINS. *A 2355
2355

DAVID LIVINGSTONE AND HENRY STANLEY WERE PROMINENT AMONG THE FAMOUS EXPLORERS. *B 2356
2356

AFRICA HAS A WEALTH OF GOLD, IVORY, ANIMAL SKINS, AND FINE TROPICAL WOODS. *B 2357
2357

MOST OF AFRICAS RIVERS HAVE FALLS AND RAPIDS. *A 2358

4. EGYPT

GIVEN A LIST OF GEOGRAPHICAL CONDITIONS, THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING THAT CERTAIN GEOGRAPHICAL CONDITIONS WERE RESPONSIBLE FOR THE RISE OF CIVILIZATION IN EGYPT BY SELECTING THOSE CONDITIONS COMMON AND/OR UNCOMMON TO BOTH EGYPT AND THE MESOPOTAMIA REGION. %6□ 0031

FOR EACH ITEM WRITE

- A. IF IT IS TRUE OF BOTH EGYPT AND THE MESOPOTAMIA REGIONS.
- B. IF IT IS TRUE OF EGYPT.
- C. IF IT IS TRUE OF MESOPOTAMIA.
- D. IF IT IS TRUE OF NEITHER REGION.

RIVER VALLEYS *C 1685

COLD, SNOWY WINTERS *D 1686

HOT, RAINLESS SUMMERS *A 1687

FERTILE SOIL *A 1688

PROTECTED BY WATER, DESERT, AND MOUNTAINS *B 1689

ANNUAL FLOODING *A 1690

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL FACTS ABOUT THE NILE RIVER BY SELECTING THE CORRECT ANSWER FROM A LIST OF CHOICES. %50 0196

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

AN IMPORTANT RIVER OF ANCIENT EGYPT WAS THE
A. TIBER. 2300663
B. EUPHRATES. 2300663
C. TIGRIS. 2300663
*D. NILE. 2300663

THE NILE RIVER FLOWS IN WHICH DIRECTION?
*A. NORTH 2300664
B. SOUTH 2300664
C. EAST 2300664
D. WEST 2300664

THE NILE RIVER IS SURROUNDED BY DESERT AREAS ON THE
A. NORTH AND SOUTH. 2300665
B. EAST AND NORTH. 2300665
C. NORTH, SOUTH, EAST AND WEST. 2300665
*D. SOUTH, EAST, AND WEST. 2300665
E. WEST ONLY. 2300665

THE NILE RIVER IS ABOUT
A. 1000 MILES LONG. 2300666
B. 2000 MILES LONG. 2300666
C. 3000 MILES LONG. 2300666
*D. 4000 MILES LONG. 2300666
E. 5000 MILES LONG. 2300666

THE SOURCE OF THE NILE RIVER IS
A. ABOUT 12 DEGREES N. LATITUDE. 2300667
B. ABOUT 31 DEGREES N. LATITUDE. 2300667
*C. NEAR THE EQUATOR. 2300667
D. ABOUT 12 DEGREES S. LATITUDE. 2300667

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF SELECTED FACTS ABOUT THE CUSTOMS AND PRACTICES OF ANCIENT EGYPT BY CORRECTLY IDENTIFYING THEM ON GIVEN LISTS. %100

DIRECTIONS-- CIRCLE THE LETTER OF THE CORRECT ANSWER.

EGYPTIANS PROBABLY DEVELOPED A CALENDAR AS A RESULT OF THE NEED 2300365

TO	2300365
A. TIME THE RAINY PERIODS.	2300365
B. KEEP TRACK OF RELIGIOUS HOLIDAYS.	2300365
*C. KEEP TRACK OF THE TIME OF FLOODS.	2300365
D. EXPLAIN THE MOVEMENT OF THE SUN, MOON, AND STARS.	2300365
BRONZE WAS A MORE DESIRABLE METAL THAN COPPER BECAUSE IT WAS	2300366
A. CHEAPER.	2300366
B. HARDER.	2300366
C. MORE PLENTIFUL.	2300366
*D. MORE EASIER TO WORK.	2300366
EGYPTIAN WRITING WAS CALLED HIEROGLYPHICS BECAUSE IT MEANS	2300367
*A. SACRED CARVING AND WAS OFTEN DONE BY PRIESTS.	2300367
B. PICTURE WRITING AND USED ONLY PICTURES.	2300367
C. HIGHER KNOWLEDGE THAT WAS USED BY THE KINGS ONLY.	0367
D. HIRED SCRIBES AND WAS DONE BY PAID SCRIBES OF THE KING.	2300367
THE ROSETTA STONE IS IMPORTANT FOR STUDYING ANCIENT EGYPT	2300368
BECAUSE IT	2300368
A. HAS PICTURES OF ACCURATELY DRAWN ANIMALS OF THE TIME.	2300368
B. IS A LIST OF LAWS DRAWN UP BY KING MENES.	2300368
C. EXPLAINS HOW THE PYRAMIDS WERE CONSTRUCTED.	2300368
*D. ENABLES US TO READ HIEROGLYPHICS.	2300368
OF THE FIRST THREE CIVILIZATIONS OF THE WORLD THAT AROSE ON THE	2300369
BANKS OF THREE MIGHTY RIVERS, EGYPT WAS MOST FORTUNATE IN	2300369
THAT IT	2300369
*A. WAS PROTECTED BY DESERT AND SEA.	2300369
B. WAS IN A MORE FAVORABLE CLIMATE.	2300369
C. WAS SURROUNDED BY MOUNTAINS ON THREE SIDES.	2300369
D. HAD ACCESS TO THE SEA.	2300369
THE MOST IMPORTANT SOURCE OF THE SENSE OF UNITY FOR THE PEOPLE	2300370
OF ANCIENT EGYPT WAS	2300370
A. THEIR BELIEF IN GOD.	2300370
B. THEIR FEAR OF THE KING.	2300370
C. THE HOSTILITY OF THEIR NEIGHBORS.	2300370
*D. THE NILE RIVER.	2300370
THE MOST ESSENTIAL REQUIREMENT NEEDED FOR BUILDING THE	2300371
PYRAMIDS WAS *WEREN	2300371
A. PULLEYS.	2300371
*B. A LARGE SUPPLY OF MAN POWER.	2300371
C. A VAST AMOUNT OF CEMENT.	2300371
D. A LOVE OF THE KING BY THE PEOPLE.	2300371
THE OLD KINGDOM OF EGYPT COLLAPSED BECAUSE	2300372
A. SO MUCH OF THE PEOPLE'S EFFORT WAS SPENT IN SEEKING WEALTH.	2300372
B. NOBLES IN DISTANT CITIES BECAME MORE INDEPENDENT AND	2300372
STRONGER.	2300372
C. SO MUCH LABOR AND WEALTH WENT INTO BUILDING THE PYRAMIDS	2300372
THAT TRADE DECLINED.	2300372
*D. ALL OF THE ABOVE	2300372
ANCIENT EGYPTIANS DISCOVERED AND USED EMBALMING BECAUSE	2300373
*A. THEY BELIEVED IN A LIFE AFTER DEATH.	2300373
B. THEY LIVED IN A HOT CLIMATE.	2300373
C. THEY DID NOT BURY THEIR DEAD IMMEDIATELY.	2300373
D. THE KING DEMANDED IT.	2300373

IN ANCIENT EGYPT THERE WAS LITTLE DEVELOPMENT OF LAND TRANSPORTATION BECAUSE THEY

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2300374

- A. HAD NOT DEVELOPED THE WHEEL.
- B. WERE NOT SECURE FROM HOSTILE NEIGHBORS.
- C. DID NOT TRAVEL VERY MUCH.
- *D. USED RIVER TRANSPORTATION PRIMARILY.

STUDENTS WILL DEMONSTRATE HIS UNDERSTANDING OF THE MEANING OF THE RELATIONSHIPS OF THE ART OF ANCIENT EGYPT TO THE DAILY LIVES OF THE PEOPLE AND INDICATE THIS BY SELECTING EXAMPLES OF THIS RELATIONSHIP. %100

0113

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE MANY EXAMPLES OF PLANTING AND HARVESTING IN WALL PAINTING IN ANCIENT EGYPT INDICATE THAT

2300336
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- *A. THE LIVES OF THE PEOPLE CENTERED AROUND FARMING.
- B. THE ARTISTS WERE USUALLY FARMERS.
- C. THE LARGE LAND OWNERS OFTEN HIRED THE ARTISTS TO DECORATE THEIR HOMES.
- D. THE EARLY ARTISTS DID NOT USUALLY DRAW THE HUMAN FIGURE.

ANCIENT EGYPT DECORATED THE WALLS OF THE TOMBS PRIMARILY BECAUSE

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- *A. THEY BELIEVED THAT MAN'S SPIRIT LIVED ON AND WOULD ENJOY THIS ART AFTER DEATH.
- B. THEY BELIEVED THAT THE DECORATIONS WOULD FRIGHTEN AWAY EVIL SPIRITS.
- C. THEY USED TOMBS AS WE USE A TIME CAPSULE TO COMMUNICATE WITH FUTURE AGES.
- D. IT WAS THE BEST WAY TO IDENTIFY THE CONTENTS OF THE TOMB BEFORE THEY INVENTED WRITING.

PAINTINGS OF ROYALTY ARE VERY SIMILAR IN THE POSITION OF THE BODY BECAUSE

2300338
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- *A. THERE WERE STRICT RULES GOVERNING THE ARTISTS.
- B. THE SAME TEACHER TAUGHT MANY OF THE BEST ARTISTS.
- C. ARTISTS OF THAT AGE WERE NOT AS CREATIVE AS OURS TODAY.
- D. ALL MEMBERS OF THE ROYAL FAMILY MUST BE DRAWN FACING THE NILE RIVER.

THE SPHINX IS A STATUE OF THE KING'S HEAD WITH THE BODY OF A LION DESIGNED TO SHOW THAT

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2300339

- A. THE LION WAS THE FAVORITE ANIMAL OF THE KING.
- *B. THE KING WAS AS STRONG AS A LION.
- C. THE LION WOULD GUARD THE KING'S SPIRIT AFTER HIS DEATH.
- D. BOTH THE LION AND MAN WERE INHABITANTS OF NORTHERN AFRICA.

WHEN QUEEN HAT-SHEPSUT DIED ALL OF THE STATUES OF HER WERE BROKEN BECAUSE

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- A. HER SUCCESSOR WAS FROM A NEIGHBORING TRIBE AND WANTED TO DESTROY HER MEMORY.
- *B. IT HAD BEEN UNUSUAL FOR A WOMAN TO BE THE RULER AND HER SUCCESSOR WAS ANGRY ABOUT IT.
- C. HER SUCCESSOR WAS NOT FOND OF ART AND DESTROYED MANY ARTISTIC PIECES.
- D. THE RELIGION OF HER SUCCESSOR FORBADE THE REPRODUCTION OF THE HUMAN FIGURE.

THE MANY PIECES OF ART SHOWING ANIMALS WITH CLOTHING AND JEWELRY INDICATE THE

2300341
2300341

A. EGYPTIANS LOVED ANIMALS.	2300341
*B. EGYPTIANS THOUGHT THEIR GODS COULD TAKE THE FORM OF ANIMALS.	2300341
C. EGYPTIANS BELIEVED THAT THE HUMAN SPIRIT SOMETIMES RETURNED IN THE BODY OF AN ANIMAL.	2300341
D. EGYPTIANS DID NOT APPROVE OF PUTTING JEWELRY ON HUMAN STATUES.	2300341
WE HAVE FEW EXAMPLES OF GOLD STATUES FROM ANCIENT EGYPT BECAUSE	2300342
A. GOLD WAS NOT DISCOVERED YET.	2300342
B. GOLD WAS TOO EXPENSIVE TO USE IN THIS WAY.	2300342
*C. MOST OF THEM HAVE BEEN MELTED DOWN FOR THE METAL.	2300342
D. ONLY THE KING COULD BE SHOWN IN GOLD.	2300342
MANY ART OBJECTS OF ANCIENT EGYPT SHOW FISH. THIS INDICATES THAT	2300343
A. EGYPTIANS FELT THE FISH TO BE THE MOST IMPORTANT OF THE ANIMALS.	2300343
B. FISH WERE CHOSEN AS THE ROYAL SYMBOL.	2300343
*C. THE NILE RIVER PLAYED AN IMPORTANT PART IN DAILY LIFE.	2300343
D. FISHING WAS THE MOST POPULAR OCCUPATION.	2300343
STATUES OF ANCIENT EGYPT OFTEN SHOW WORKMEN WITH LONG THICK HAIR BECAUSE	2300344
A. LONG HAIR WAS A SYMBOL OF STRENGTH.	2300344
B. THICK HAIR WAS A SYMBOL OF INTELLIGENCE.	2300344
*C. IT PROTECTED THEIR HEADS FROM THE SUN.	2300344
D. IT MADE THEM LOOK LIKE THE KING.	2300344
IN ANCIENT EGYPT BOTH MEN AND WOMEN PAINTED THEIR EYELASHES AND EYEBROWS BECAUSE	2300345
A. THEY WANTED TO LOOK ALIKE.	2300345
*B. THE MAKE UP PROTECTED THEIR EYES FROM THE SUN.	2300345
C. IT WAS A ROYAL CHARACTERISTIC.	2300345
D. IT MADE THEM LOOK MORE LIKE THEIR GODS.	2300345
MANY ART OBJECTS HAVE LASTED FROM THE TIME OF THE ANCIENT EGYPTIANS THAT WOULD NOT HAVE LASTED IN OTHER PLACES BECAUSE	2300346
*A. THE CLIMATE IS DRYER.	2300346
B. THE GOVERNMENT HAS REMAINED STABLE AND PROTECTED ART WORKS BETTER.	2300346
C. MOST ART WORK WAS SAFE WHEN HIDDEN IN THE PYRAMIDS.	2300346
D. THE NILE RIVER COVERED MUCH OF IT WITH A PROTECTIVE LAYER OF SILT.	2300346

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE DATES OF IMPORTANT EVENTS IN ANCIENT EGYPT BY SELECTING THE CORRECT DATES WHEN GIVEN A LIST OF THEM. %34 0203

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

THE PYRAMIDS OF EGYPT WERE BUILT ABOUT 2300722
 *A. 2,500 B.C. 2300722
 B. 1,500 B.C. 2300722
 C. 500 B.C. 2300722
 D. 10 B.C. 2300722

KING MENES FIRST UNITED EGYPT ABOUT 208 2300723
 A. 2,000 YEARS AGO. 2300723

- B. 3,000 YEARS AGO.
- C. 4,000 YEARS AGO.
- *D. 5,000 YEARS AGO.

2300723
2300723
2300723

THE EGYPTIANS HAD DEVELOPED WRITING OVER

- A. 2,000 YEARS AGO.
- B. 3,000 YEARS AGO.
- C. 4,000 YEARS AGO.
- *D. 5,000 YEARS AGO.

2300724
2300724
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2300724

GIVEN A LIST OF ALIEN ITEMS TO A CULTURE OF THE PAST, THE STUDENT CAN USE CRITERIA OF AN HISTORICAL TIME AND PEOPLE, RATHER THAN CONTEMPORARY CRITERIA, TO INDICATE WHICH ITEMS WOULD BE ACCEPTABLE TO THOSE PEOPLE AND WHICH WOULD NOT. %10

0306

DIRECTIONS - IMAGINE THAT YOU COULD GO BACK IN TIME TO THEY YEAR 2000 B.C. IN EGYPT. YOU WANT TO TAKE ALONG SOME GIFTS WHICH THESE EGYPTIANS COULD LEARN TO USE AND REPRODUCE EASILY IN THEIR OWN CIVILIZATION. EXAMINE THE LIST OF ITEMS BELOW, THEN, ON YOUR ANSWER SHEET MARK -

0037

- A - IF YOU WOULD TAKE IT.
- B - IF YOU WOULD NOT TAKE IT.

A REFRIGERATOR *B

2058

A WINDMILL *A

2059

AN ALPHABET *A

2060

THE U. S. CONSTITUTION *B

2061

10,000 SHEETS OF OUR PAPER *B

2062

AN AUTOMOBILE *B

2063

A STEEL PLOW *B

2064

A STONE ARCH *A

2065

A TELEPHONE *B

2066

A STEAM LOCOMOTIVE *B

2067

THE STUDENT WILL DEMONSTRATE THE ABILITY TO ANALYZE CHANGES THAT WOULD HAVE OCCURRED IF AN HISTORICAL EVENT WERE ALTERED BY CHOOSING PLAUSIBLE ALTERNATIVES. %6

0032

IMAGINE THAT THE EGYPTIANS HAD SAILED TO NORTH AMERICA IN A PAPYRUS BOAT IN 700 B.C.

LOOK AT THE STATEMENTS BELOW. FOR EACH STATEMENT SELECT

- A. IF YOU WOULD PRESUME IT TO BE TRUE.
- B. IF YOU WOULD PRESUME IT TO BE FALSE.

MORE AMERICANS WOULD BE MOSLEMS. *A	1691
WE WOULD *NOT* CELEBRATE COLUMBUS DAY. *A	1692
MOST OF OUR HOMES WOULD BE MADE WITH SUN DRIED BRICK AND HAVE FLAT ROOFS. *B	1693
DATES WOULD BE ONE OF OUR MAIN AGRICULTURAL PRODUCTS. *A	1694
THERE WOULD BE RUINS OF PYRAMIDS IN THE COUNTRY. *A	1695
IRRIGATION DITCHES WOULD HAVE BEEN WIDELY USED BY EARLY SETTLERS IN ILLINOIS. *B	1696

5. GREECE

THE STUDENT WILL SHOW HIS KNOWLEDGE OF ATHENIAN LIFE BY	0437
COMPARING AND CONTRASTING THOSE TIMES WITH U. S. LIFE IN 1970 BY	0437
SELECTING SIMILARITIES AND DIFFERENCES FROM GIVEN LISTS. %8	

DIRECTIONS - ASSUMING THAT WE IN THE U. S. IN 1970 HAVE THE SAME SOCIAL AND POLITICAL BELIEFS AS THE ATHENIANS, CIRCLE THE *A* FOR THOSE STATEMENTS WHICH WOULD PROBABLY BE TRUE. CIRCLE THE *B* FOR THOSE STATEMENTS WHICH ARE PROBABLY FALSE.

WOMEN WOULD SMOKE FREELY IN PUBLIC. *B	2169
INDUSTRIAL ARTS WOULD BE TAUGHT IN OUR SCHOOL SYSTEM. *A	2170
THE ENROLLMENT OF GIRLS AT JUNIOR HIGH WOULD BE THE SAME AS IT NOW. *B	2171
	2171
OUR CIVIL WAR WOULD *NOT* HAVE BEEN FOUGHT. *A	2172
MANY OF US IN ROOM 306 WOULD *NOT* BE CITIZENS. *A	2173
WE WOULD HAVE THE SAME NUMBER OF WOMEN DOCTORS AS WE CURRENTLY DO. *B	2174
	2174
CAPTURED VIENT CONG WOULD PROVIDE MUCH OF THE LABOR IN GOVERNMENTAL AND INDUSTRIAL PROJECTS. *A	2175
	2175
YOU WOULD HAVE MANY WOMEN TEACHERS. *B	2176

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE ATHENIAN SOCIETY TO A LIST OF PRESENT DAY OCCURRENCES BY SELECTING THOSE WHICH ARE IN COMMON. %10	0308
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DIRECTIONS

IF AN ATHENIAN BOY WERE BROUGHT TO LIFE AND PUT IN THIS TOWN, WHICH OF THE FOLLOWING WOULD HE FIND EASY TO ACCEPT. MARK *A* FOR THOSE THAT HE *WOULD*. MARK *B* FOR THOSE THAT HE

WOULD NOT.

A MAN FOUND GUILTY OF MURDER APPEALING HIS CONVICTION. *A	3046
CITIZENS GOVERNING THEMSELVES IN THE FORM OF A DEMOCRACY. *A	3047
STUDENTS GOING TO SCHOOL IN A BUILDING SET ASIDE FOR THAT PURPOSE. *B	3048
BOYS WRITING ON PAPER WITH A PENCIL. *B	3049
GIRLS LEARNING TO JUMP, RUN, AND WRESTLE. *B	3050
A YOUNG MAN SPENDING SEVERAL YEARS IN THE ARMY. *A	3051
A GIRL GETTING MARRIED WHEN SHE IS TWENTY-FOUR YEARS OLD. *B	3052
A MAN WHO WORKED AS A FARMER AND WAS VERY POOR. *A	3053
A MAN BUYING A CUP OF COFFEE FOR A STRANGER FROM ANOTHER TOWN. *A	3054
A STATUE IN A PUBLIC PARK. *A	3055

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE SPARTAN SOCIETY TO A LIST OF PRESENT DAY OCCURANCES BY SELECTING THOSE WHICH ARE IN COMMON. %12	0307
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DIRECTIONS

IF A SPARTAN BOY WERE BROUGHT TO LIFE AND PUT IN THIS TOWN, WHICH OF THE FOLLOWING OCCURENCES WOULD HE FIND EASY TO ACCEPT?

MARK *A* FOR THOSE THAT HE *WOULD*. MARK *B* FOR THOSE WHAT HE *WOULD NOT*.

OTHER BOYS AND GIRLS HIS OWN AGE. *A	3034
BOYS TAKING PART IN A TRACK MEET. *A	3035
SOMEONE BUYING A CUP OF COFFEE FOR A STRANGER FROM ANOTHER TOWN. *B	3036
AN ARITHMETIC CLASS. *B	3037
GIRLS TAKING AN ARITHMETIC CLASS. *B	3038
YOUNG MEN TALKING ABOUT AVOIDING THE MILITARY DRAFT. *B	3039
NEARLY EVERYONE IN TOWN IS A CITIZEN. *B	3040
A BOY OF TEN WHO HAD BEEN CRIPPLED SINCE BIRTH. *B	3041
LOCAL OFFICIALS BEING ELECTED TO OFFICE. *A	3042
A MOTHER TEACHING HER DAUGHTER TO BE WEAK AND AFRAID. *B	3043
TEENAGERS WITH LONG HAIR. *A	3044

A FIFTY YEAR OLD MAN GOING INTO THE ARMY. *A

3045

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SPARTAN VERSUS THE ATHENIAN WAY OF LIFE BY IDENTIFYING FROM SEVERAL STATEMENTS THE ONES MOST LIKELY MADE BY ATHENIAN OR SPARTAN CITIZENS. %50 0436

DIRECTIONS - IN THE BLANK BEFORE THE STATEMENT MARK *A* IF THE STATEMENT WAS MOST LIKELY REFERING TO AN ATHENIAN AND *B* IF IT WAS MOST LIKELY REFERING TO A SPARTAN. 0108

A MALE MUST *ALWAYS* BE PREPARED FOR WAR. *B 2163

I AM VERY EXCITED BECAUSE FATHER PROMISED TO BUY ME A NEW LYRE FOR MY BIRTHDAY. *A 2164
2164

THE WOMEN IN OUR CITY-STATE ARE OFTEN QUARRELSOME BECAUSE THEY ARE SO INDEPENDENT. *B 2165
2165

WHEN YOU RETURN FROM THE BATTLE, MY SON, I EXPECT YOU TO EITHER BE CARRYING YOUR SHIELD OR UPON IT. *B 2166
2166

A FOX WAS EATING MY STOMACH, BUT I REFUSED TO CRY OUT. *B 2167

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE ATHENIAN AND SPARTAN WAY OF LIFE BY CLASSIFYING STATEMENTS. %90 0438

DIRECTIONS - IN THE BLANK BEFORE THE NUMBER, WRITE *S* FOR SPARTA OR *A* FOR ATHENS DEPENDING ON WHICH CITY-STATE THE STATEMENT DESCRIBES.

IF A MAN DID NOT ATTEND A POLITICAL MEETING, HE RAN THE RISK OF BEING SLAPPED BY A ROPE DIPPED IN RED PAINT. *A 2177
2177

A COUNCIL OF 500 WAS IN CHARGE OF CITY-AFFAIRS. *A 2178

THE WHOLE CITY WAS LIKE ONE GREAT ARMY CAMP. *S 2179

PARENTS WANTED THEIR CHILDRENS EDUCATION TO BE WELL-ROUNDED. *A 2180

MEN LIVED AS SOLDIERS A GOOD PORTION OF THEIR LIVES. *S 2181

A GREAT NUMBER OF SLAVES, CALLED HELOTS, KEPT THE CITIZENS IN CONSTANT FEAR OF REVOLT. *S 2182
2182

THE PEOPLE DWELLING IN THIS CITY-STATE WERE NOT ALLOWED TO CARRY TORCHES ON A DARK NIGHT. *S 2183
2183

BABIES WERE LEFT ON A MOUNTAIN SIDE TO PERISH IF THEY WERE TINY OR *NOT* PERFECTLY FORMED. *S 2184
2184

THE GIRLS IN THIS CITY-STATE LED QUITE VIGOROUS AND ACTIVE LIVES SINCE THEY WERE EXPECTED TO BECOME STRONG WOMEN WHO WOULD BEAR STRONG CHILDREN. *S 2185
2185
2185

THE STUDENT WILL DEMONSTRATE AN APPLICATION OF HIS KNOWLEDGE OF GREEK CITY-STATES BY SELECTING THE ULTIMATE CHANGES WHICH MIGHT HAVE OCCURRED HAD THE GREEK CITY-STATES FORMED ONE UNIFIED GOVERNMENT. %60 0439

DIRECTIONS - IMAGINE THAT THE GREEKS FORMED A UNIFIED GOVERNMENT INSTEAD OF RETAINING THEIR MANY CITY-STATES. THEN LOOK AT EACH STATEMENT BELOW. MARK *A* IF YOU WOULD PRESUME IT TO BE TRUE AND *B* IF YOU WOULD PRESUME IT TO BE FALSE. 0109

PHILIP WOULD HAVE GAINED A FOOTHOLD IN GREECE. *B 2186

THE PELOPONNESIAN WAR WOULD *NOT* HAVE BEEN FOUGHT. *A 2187

THE GREEKS COULD HAVE REPELLED WOULD-BE INVADERS. *A 2188

PETTY SECTIONAL JEALOUSIES WOULD HAVE BEEN A PROBLEM. *B 2189

THERES, CORINTH, ATHENS, SPARTA, OLYMPIA, ETC., COULD HAVE RETAINED THEIR FAVORITE GODS AND HOLIDAYS WITHOUT CREATING PROBLEMS. *A 2190
2190
2190

THE OLYMPIC GAMES WOULD HAVE BEEN ABOLISHED. *B 2191

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE FAMOUS PEOPLE IN ANCIENT GREECE BY MATCHING THE NAME OF EACH PERSON WITH HIS DESCRIPTION. %200 0440

DIRECTIONS - MATCH THE NAME OF EACH PERSON WITH HIS DESCRIPTION. PLACE THE LETTER OF THE CORRECT ANSWER IN THE BLANK AT THE LEFT. THE LETTERS MAY BE USED MORE THAN ONCE. 0110

- A. AESOP
- B. ALEXANDER
- C. ARISTOTLE
- D. HERODOTUS
- F. HIPPOCRATES
- F. HOMER
- G. LEONIDAS
- H. PHEIDIPPIDES
- I. PLATO
- J. SOCRATES
- K. THEMISTOCLES
- L. XERXES

A FAMOUS DOCTOR *F 2192

A BLIND POET *F 2193

WRITER OF FABLES *A 2194

A MAN WHO TRIED TO CONQUER THE WORLD *B 2195

WRITER OF THE *ILIAD* AND THE *ODYSSEY* *F 2196

THE GADFLY *J 2197

A BIASED WRITER OF HISTORY *D	2198
THE REPUBLIC *I	2199
DRANK HEMLOCK *J	2200
SPARTAN GENERAL AT THEMOPYLAE *G	2201
A MARATHON RUNNER *H	2202
A PERSIAN KING *L	2203
PHILOSOPHER KNOWN AS THE GREAT QUESTIONER *J	2204
RULER OF MACEDONIA AND GREECE, CONQUEROR OF A GREAT EMPIRE *B	2205
ATHENIAN GENERAL WHO DEFEATED THE PERSIAN FLEET *K	2206
A GREEK THINKER OR WRITER, SOMETIMES CALLED THE FIRST SCIENTIST *C	2207
ASSOCIATED WITH 300 SPARTANS *G	2208
A PUPIL OF SOCRATES *I	2209
KNOWN FOR AN INFANTILE AND VIOLENT TEMPER *L	2210
HIS OATH REQUIRED OF MEDICAL STUDENTS *E	2211

THE STUDENT WILL SHOW HIS UNDERSTANDING OF WHY THE PHRASE *THE GREAT* MIGHT HAVE BEEN ADDED TO ALEXANDER'S NAME BY SELECTING THOSE STATEMENTS ABOUT ALEXANDER WHICH PROBABLY GAVE HIM THAT TITLE. %80

DIRECTIONS - THE FOLLOWING STATEMENTS ABOUT ALEXANDER ARE TRUE. DETERMINE WHY *THE GREAT* WAS PROBABLY ADDED TO HIS NAME BY MARKING *A* FOR ITEMS WHICH YOU THINK WERE A POSSIBLE FACTOR AND *B* FOR THOSE THAT WERE NOT.

BECAUSE HE WAS PHILIP'S SON. *B

BECAUSE HE WAS SUCCESSFUL IN CONQUERING A LARGE EMPIRE IN A VERY SHORT PERIOD OF TIME. *A

BECAUSE HE HAD *NO* DESIRE TO FORM A LARGE PEACEFUL STATE. *B

BECAUSE HE ESTABLISHED TOWNS AND SPREAD GREEK KNOWLEDGE ON HIS CAMPAIGNS. *A

BECAUSE HE WAS ABLE TO CONTROL THE CITIES HE CONQUERED. *A

BECAUSE HE MEMORIZED THE ILIAD. *B

BECAUSE HE WAS ARISTOTLE'S PUPIL. *B

BECAUSE IT SEEMED MIRACULOUS FOR ONE SO YOUNG TO ACCOMPLISH SO MUCH. *A

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES FROM
GIVEN PARAGRAPHS ABOUT THE GOLDEN AGE OF GREECE BY DETERMINING
THE VALIDITY OF GIVEN STATEMENTS. %5

0039

READ THE FOLLOWING SELECTION. ANSWER THE QUESTIONS BELOW BY
CIRCLING THE LETTER OF THE CORRECT ANSWER.

THE GOLDEN AGE OF GREECE

A LEADER AROSE AMONG HER GENERALS CALLED PERICLES. HE WANTED
HIS BELOVED ATHENS TO BE THE MOST BEAUTIFUL CITY IN THE WORLD. HE
HAD TEMPLES BUILT, AND THEATERS, AND OTHER PUBLIC BUILDINGS.
EVERYWHERE THERE WERE STATUES OF GODS AND FAMOUS MEN.

THE ATHENIANS SPENT MUCH OF THEIR TIME IN THE OPEN AIR.
THEIR HOUSES WERE ALMOST BARE BUT THEIR VASES AND BOWLS WERE
BEAUTIFULLY DECORATED. EVERYBODY WORE A TUNIC, A STRAIGHT, LOOSE
SHIRT. A MAN'S TUNIC WAS KNEE LENGTH. IF A MAN HAD WEALTH HE DID
NOT BUILD A GRAND HOUSE FOR HIMSELF. INSTEAD HE PAID FOR A PUBLIC
BUILDING WHICH EVERYBODY COULD ENJOY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE
WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE
UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION
PROVIDED IN THE ABOVE PARAGRAPHS.

PERICLES WAS A GENERAL.

1770

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

ATHENS BECAME THE MOST BEAUTIFUL CITY IN THE WORLD.

1771

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

THERE WERE STATUES OF GODS IN TEMPLES.

1772

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

ATHENIANS SLEPT IN THE OPEN AIR.

1773

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

PERICLES WORE A TUNIC.

1774

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE RELATIONSHIPS
ABOUT ANCIENT GREECE BY IDENTIFYING THE WORD THAT REFLECTS THE
GIVEN RELATIONSHIP. %4

0040

COMPLETE THE STATEMENTS BY CIRCLING THE LETTER OF THE CORRECT
ANSWER.

SOCRATES WAS TO PLATO AS ARISTOTLE WAS TO 1775
A. PLATO.
*B. ALEXANDER.
C. THUCYDIDES.

MILTIADES WAS TO MARATHON AS THEMISTOCLES WAS TO 1776
*A. SALAMIS.
B. THERMOPYLAE.
C. PELOPONNESIS.

HERODOTUS WAS TO HISTORY AS HIPPOCRATES WAS TO 1777
A. SCIENCE.
*B. MEDICINE.
C. HISTORY.

PHIDIAS WAS TO SCULPTURE AS EUCLID WAS TO 1778
A. SCULPTURE.
B. HISTORY.
*C. GEOMETRY.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SELECTED GREEK 0310
LEADERS BY IDENTIFYING STATEMENTS THEY MAYBE HAVE HAVE SAID. %20

DIRECTIONS
WHICH OF THE MEN LISTED MIGHT HAVE MADE THE FOLLOWING STATEMENT
TO THE ASSEMBLY OF ATHENS.

WE ARE UNDER ATTACK. THE FREEDOM WHICH OUR FATHERS STRUGGLED 3060
FOR IS AT STAKE AND MANY OF YOU COULD CARE LESS. SOME OF YOU
FEEL THAT IF WE, AS GREEKS, WERE RULED BY THE MACEDONIANS OUR
WARS WOULD BE OVER. YET, I TELL YOU THAT THE FREEDOM WHICH WE
HAVE RIGHT NOW IS OF GREATER VALUE THAN PEACE UNDER THE RULE OF
A FOREIGN KINGO
A. PHILLIP
B. ALEXANDER
C. PERICLES
*D. DEMONSTHENES

YOU GREEKS ARE CONSTANTLY AT WAR WITH EACH OTHER. THOUSANDS 3061
PERISHED IN THE RECENT WAR BETWEEN ATHENS AND SPARTA. IF YOU
WILL ALLOW ME TO RULE YOU THEN YOUR STRUGGLES WILL BE OVER,
FOR I CAN UNITE THE GREEK CITY-STATES INTO A PEACEFUL EMPIRE.
*A. PHILLIP
B. ALEXANDER
C. DEMOSTHENES
D. PERICLES

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE GREEK 0311
LEADERS BY MATCHING THEIR NAMES WITH THEIR DESCRIPTIONS. %60

DIRECTIONS
PUT THE LETTER OF THE PARAGRAPH BY THE PERSON WHOM IT DESCRIBES.

A. I ATTACKED THE GREEK PENINSULA FROM THE NORTH BY LAND AND SEA

AFTER CROSSING THE HELLESPONT, MY TROOPS DEFEATED THE SPARTANS AT THERMOPYLAE AND THEN WE MARCHED ON ATHENS. MY LARGE FLEET ALSO ATTACKED ATHENS SO I WAS SURE WE WOULD BE VICTORIOUS. INSTEAD OF VICTORY WE WERE HUMILIATED BY THE SMALL ATHENIAN FLEET IN THE STRAITS OF SALAMIS.

B. AFTER THE CITY OF ATHENS SENT AID TO THE GREEKS OF ASIA MINOR, I DECIDED THAT I SHOULD BE RULER OF ALL THE GREEK PENINSULA. IN MY SECOND ATTEMPT TO CONQUER THE ATHENIANS WE MET THEM ON THE PLAINS OF MARATHON. THE GREEKS WERE OUTNUMBERED BY US BUT WE WERE STILL DEFEATED AND FORCED TO RETURN TO OUR HOMELAND ACROSS THE AEGEAN SEA.

C. I WAS A FAMOUS ORATOR WHO GAVE A SPEECH URGING MY FELLOW GREEKS TO FIGHT FOR THEIR FREEDOM. WE WERE ABOUT TO BE ATTACKED BY THE MACEDONIANS AND MANY PEOPLE FELT THAT WE SHOULD GIVE UP OUR INDEPENDENCE TO BE RULED BY A FOREIGN KING. BY THE TIME WE ORGANIZED A CITIZEN ARMY TO FIGHT OFF THE INVADERS IT WAS TOO LATE. WE WERE CONQUERED AND THIS ENDED A LONG AND GREAT PERIOD OF GREEK FREEDOM.

D. I WAS THE KING OF MACEDON. EVEN THOUGH THE GREEKS CALLED US UNCIVILIZED I HAD GREAT ADMIRATION FOR THEIR CIVILIZATION. I DEVELOPED A POWERFUL ARMY AND PLANNED TO CONQUER ALL OF GREECE AND PERSIA. MANY GREEKS THOUGHT I WOULD BE A GOOD KING BUT OTHERS, LED BY DEMOSTHENES OPPOSED ME. THEIR OPPOSITION FAILED, EVEN THOUGH THEY UNITED WITH THEBES, FOR MY ARMY WAS TOO STRONG. WE DEFEATED THE GREEKS AND IT WAS SAID THAT THIS WAS THE END OF GREEK INDEPENDENCE.

E. MY FATHER CONQUERED THE GREEK PENINSULA BUT WAS MURDERED BEFORE HE COULD LAUNCH A CAMPAIGN AGAINST PERSIA. I BECAME THE NEW KING OF MACEDON AFTER HIS DEATH AND LED MY ARMY ON TO CONQUER PERSIA, EGYPT, MESOPOTAMIA, AND PART OF INDIA.

EARLY IN MY REIGN THE GREEKS TRIED TO REVOLT AGAINST ME BUT I DESTROYED THE CITY-STATE OF THEBES AS A WARNING TO THE REST AND THIS ENDED THE DISTURBANCE.

F. I WAS THE ELECTED LEADER OF ATHENS FOR OVER THIRTY YEARS. DURING THIS TIME WE ADVANCED TO BECOME THE LEADING CITY-STATE ON THE GREEK PENINSULA. SOME PEOPLE HAVE CALLED THE PERIOD IN WHICH I RULED THE *GOLDEN AGE OF GREEK CIVILIZATION*.

I LED THE ATHENIANS IN THE PELOPONNESION WAR AND DIED DURING THE SEIGE OF ATHENS IN 431 B.C.

G. I WAS AN ATHENIAN LEADER WHO HAD A PLAN TO SAVE GREECE FROM THE PERSIANS. THE HUGE PERSIAN FLEET WAS ABOUT TO ATTACK ATHENS WHEN WE TRICKED THEM AND THEY SAILED INTO THE BAY OF SALAMIS WHERE THEY WERE DEFEATED BY OUR SMALLER FLEET. WE THEN DROVE THEIR ARMY FROM THE GREEK PENINSULA.

DARIUS *B

3062

PHILLIP *D

3063

XERXES *A

3064

THEMISTOCLES *G

3065

ALEXANDER *E

3066

PERICLES *F

3067

DEMONSTHENES *C

3068

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CIRCUM-
STANCES SURROUNDING THE PELOPONNESIAN WAR BY CHOOSING THE
ANSWER WHICH COMPLETES THE STATEMENT FROM A LIST OF ALTERNATIVES.
%40

0309

DIRECTIONS

SELECT THE LETTER OF THE ALTERNATIVE THAT COMPLETES THE STATE-
MENT.

THE ORIGINAL PURPOSE OF THE DELIAN LEAGUE WAS TO

3056

- A. PROTECT ATHENS FROM SPARTA.
- B. CONQUER THE GREEK PENINSULA.
- *C. PROTECT THE MEMBER CITY-STATES FROM THE PERSIANS.
- D. HELP THE MEMBER CITY-STATES WAGE WAR AGAINST ROME.

THE CAUSE OF THE PELOPONNESIAN WAR WAS

3057

- A. THE GREEKS WERE ATTACKED BY THE PERSIANS.
- B. SPARTAN MILITARY LEADERS WANTED TO CONQUER THE WORLD.
- C. ATHENS GAVE THE GREEKS IN ASIA MINOR MILITARY AID.
- *D. ATHENS AND SPARTA EACH FEARED THAT THE OTHER WAS GETTING TOO POWERFUL.

THE PLAN WHICH PERICLES HAD TO DEFEAT THE SPARTANS WAS

3058

- *A. THE ATHENIAN NAVY WOULD ATTACK SPARTAN CITIES WHILE THE SPARTAN ARMY WAS TRYING TO CONQUER ATHENS.
- B. THE ATHENIAN ARMY WOULD DEFEAT THE SPARTAN NAVY IN THE PELOPONNESUS.
- C. DEFEAT THE SPARTAN ARMY WHEN THEY ATTACKED PIRAEUS.
- D. THE SPARTAN ARMY WOULD BE DEFEATED AFTER BEING EXPOSED TO SICKNESS AND DISEASE WHEN THEY CONQUERED ATHENS.

THE RESULT OF THE PELOPONNESIAN WAR WAS

3059

- A. ATHENS DEFEATED SPARTA.
- B. PERSIA DEFEATED GREECE.
- *C. SPARTA DEFEATED ATHENS.
- D. GREECE DEFEATED PERSIA.

THE STUDENT CAN PREDICT THE ULTIMATE CHANGES WHICH WOULD OCCUR IF
THE PERSIANS HAD WON THE BATTLE OF SALAMIS BY INDICATING FROM A
SERIES OF STATEMENTS WHICH WOULD PROBABLY BE TRUE OR FALSE. %40

0442

DIRECTIONS - IMAGINE THAT THE PERSIANS WON THE BATTLE OF SALAMIS
INSTEAD OF THE GREEKS. READ EACH OF THE STATEMENTS BELOW. IF THE
STATEMENT IS PROBABLY TRUE CIRCLE THE *A*. IF IT IS PROBABLY
FALSE, CIRCLE THE *B*.

MANY OF THE GREEK SOLDIERS WOULD HAVE BEEN SLAUGHTERED AS
PUNISHMENT FOR FIGHTING THE PERSIANS. *A

2220

2220

THE PERSIANS WOULD HAVE CONQUERED *ALL* THE LAND IN THE
MEDITERRANEAN AREA. *A

2221

2221

THE GOLDEN AGE OF GREECE WOULD HAVE BEEN AN OUTCOME OF THE 2222
WAR. *B 2222

THE PERSIANS WOULD HAVE SPREAD GREEK IDEAS AS WIDELY AS THE 2223
ROMANS. *B 2223

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF GODS AND GODDESSES OF 0041
ANCIENT GREECE BY IDENTIFYING THEM FROM GIVEN DESCRIPTIONS. %7n

READ THE FOLLOWING PARAGRAPHS. DECIDE WHICH GOD OR GODDESS IS
BEING DESCRIBED. PLACE THE LETTER OF THE CORRECT ANSWER IN THE
BLANK.

I AM KING OF THE GREEK GODS. SOME SAY I LIVE ON MT. OLYMPUS. 1779
*A. ZEUS
B. APOLLO
C. HERMES

I AM THE GREEK GOD OF DRAMA. A FESTIVAL IS HELD IN MY HONOR EACH 1780
YEAR TO SELECT THE *BEST* WRITER OF TRAGEDY AND COMEDY.
A. DIONYSUS
*B. APOLLO
C. POSEIDON

THE OLYMPICS ARE HELD IN HONOR OF ME EVERY FOUR YEARS. *ALL* 1781
ATHLETES VOW BEFORE MY ALTAR TO COMPETE FAIRLY.
A. APOLLO
B. ATHENA
*C. ZEUS

I AM THE GOD OF WAR. 1782
A. HERMES
*B. ARES
C. APOLLO

I AM QUEEN OF THE GODS. 1783
A. APHRODITE
B. ATHENA
*C. HERA

I AM THE MESSENGER OF THE GODS. 1784
A. APOLLO
*B. HERMES
C. EROS

I AM THE GODDESS OF WISDOM. 1785
*A. ATHENA
B. APHRODITE
C. HESTIA

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF MYTHS BY 0443
SELECTING WHICH GODS AND GODDESSES MIGHT BE INSPIRING PRESENT
DAY SITUATIONS. %8n

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

WHICH GODDESS COULD HAVE INSPIRED THE MISS AMERICA PAGEANT?	2224
A. HERA	2224
*B. APHRODITE	2224
C. DEMETER	2224
D. ARTEMIS	2224
WHAT GOD DO WE THINK OF WHEN WE HEAR ABOUT ENGAGEMENT AND WEDDING PLANS?	2225
A. ZEUS	2225
B. HEPHAESTUS	2225
*C. EROS	2225
D. PLUTO	2225
WHAT GOD PROBABLY INSPIRED THE BEATLES AND THE ROLLING STONES?	2226
*A. APOLLO	2226
B. ZEUS	2226
C. ARES	2226
D. POSEIDON	2226
THERE MIGHT BE A STATUE OF THIS GODDESS IN A COLLEGE AUDITORIUM.	2227
A. HERA	2227
B. APHRODITE	2227
C. ARTEMIS	2227
*D. ATHENA	2227
WHAT GOD MIGHT BE PROMPTING CAR MANUFACTURERS TO PRODUCE CARS WITH HIGHER HORSEPOWER?	2229
A. APOLLO	2229
B. ZEUS	2229
*C. HERMES	2229
D. KRONOS	2229
WHAT GODDESS WAS PROBABLY ESPECIALLY INTERESTED IN QUEEN ELIZABETH'S CORONATION?	2230
A. PERSEPHONE	2230
B. ATHENA	2230
*C. HERA	2230
D. ARTEMIS	2230
WHAT GOD COULD BE REPRESENTED ON A CAN OF TUNA OR SALMON?	2231
A. ZEUS	2231
*B. POSEIDON	2231
C. PLUTO	2231
D. EROS	2231
WHICH GOD PROBABLY CLAPS HIS HANDS IN GLEE WHILE WATCHING THE ARAB-ISRAELI CONFLICT?	2232
*A. ARES	2232
B. ZEUS	2232
C. APOLLO	2232
D. DIONYSUS	2232

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION BY ANALYZING A SERIES OF STATEMENTS ABOUT GREECE AS BEING FACTS OR OPINIONS. %14 0444

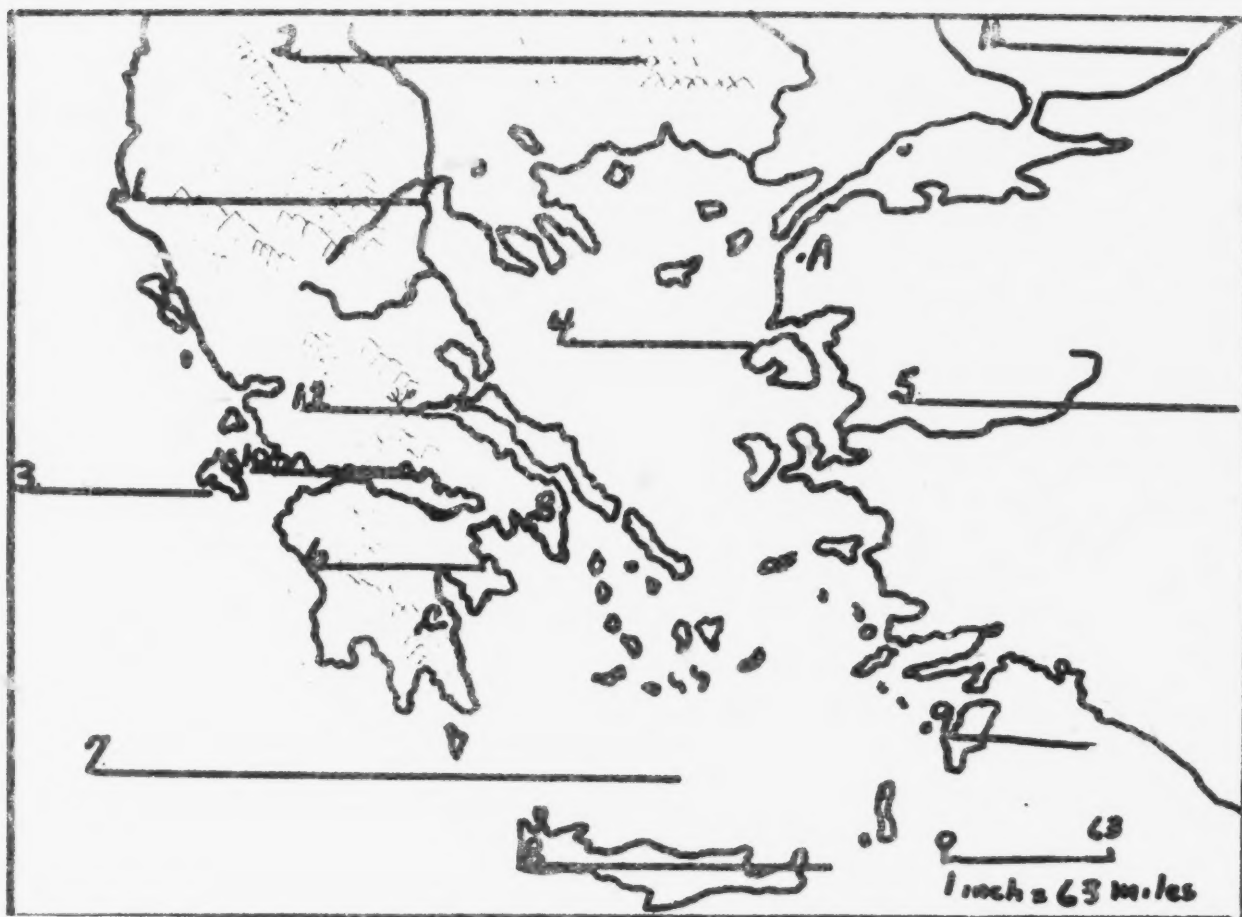
DIRECTIONS - DECIDE WHICH OF THE FOLLOWING STATEMENTS ARE FACTS OR OPINIONS. IN THE BLANK BEFORE THE NUMBER WRITE *A* FOR FACT AND *B* FOR OPINION.

- ATHENA WAS THE *BEST* GODDESS. *B 2233
- THE *GREATEST* CONTRIBUTION OF THE GREEKS WAS THE OLYMPIC GAMES. *B 2234
2234
- ONE OF THE GREEK CONTRIBUTIONS TO THE WORLD WAS STIMULATION OF THE MIND. *A 2235
2235
- *ALL* DEMOCRACIES SHOULD HAVE THE SAME BELIEFS AS THE ATHENIANS. *B 2236
2236
- OF ALL THE CITY-STATES, ATHENS CONTRIBUTED THE *MOST* TO THE WORLD. *B 2237
2237
- THE ATHENIANS WERE RIGHT WHEN THEY SAID A MAN SHOULD BE 30 YEARS OLD BEFORE BEING ALLOWED TO VOTE. *B 2238
2238
- THE GREEKS WERE THE FIRST PEOPLE WE KNOW OF WHO BELIEVED IN DEMOCRACY OR A FORM OF IT FOR LARGE GROUPS OF PEOPLE. *A 2239
2239
- LEONIDAS WAS A BETTER GENERAL THAN THEMISTOCLES. *B 2240
- A BOY WILL BE A BETTER SOLDIER IF HE ENTERS THE MILITARY WHEN HE IS 7 INSTEAD OF 18 YEARS OF AGE. *B 2241
2241
- *ALL* GREEK WORKS OF ART ARE BEAUTIFUL. *B 2242
- WE CAN *NOT* PINPOINT THE FALL OF GREECE TO ONE CAUSE. *A 2243
- THE OLYMPIC GAMES WERE HELD EVERY 4 YEARS. *A 2244
- THE PARTHENON IS THE *MOST* BEAUTIFUL TEMPLE IN THE WORLD. *B 2245
- SOCRATES SHOULD HAVE BEEN BANISHED BECAUSE HE DISPLEASED SOME OF THE *MOST* IMPORTANT ATHENIANS. *B 2246
2246

THE STUDENT WILL SHOW HIS UNDERSTANDING OF GREEK GEOGRAPHY BY LOCATING GREECE, HER WATER BODIES, SURROUNDING ISLANDS, CITIES, AND MOUNTAINS ON A MAP. %12 0435

DIRECTIONS - IN THE BLANK BEFORE THE WORD, INDICATE THE LETTER OR NUMBER OF THE CORRECT ANSWER. LETTERS REFER TO CITIES. NUMBERS REFER TO WATER BODIES AND LAND AREAS. 0107

2233
2234



ATHENS *R	2148
SPARTA *C	2149
PELOPONNESUS *6	2150
GULF OF CORINTH *10	2151
AEGEAN SEA *4	2152
MACEDONIA *2	2153
CRETE *8	2154
GREECE *1	2155
RHODES *9	2156
ASIA MINOR *5	2157
TROY *A	2158
IONIAN SEA *3	2159
MEDITERRANEAN SEA *7	2160
BLACK SEA *11	2161
THERMOPYLAE *12	2162

6. ROME

THE STUDENT WILL SHOW HIS ABILITY TO RECOGNIZE THE TIME LENGTH
AND IMPORTANT DATES OF THE ROMAN REPUBLIC BY CHOOSING THEM FROM A
GIVEN LIST. %30

0201

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

THE ROMAN REPUBLIC LASTED FOR ABOUT

2300718

A. 100 YEARS.

2300718

B. 300 YEARS.

2300718

*C. 500 YEARS.

2300718

D. 700 YEARS.

2300718

THE ROMAN REPUBLIC BEGAN ABOUT

2300719

A. 1,000 B.C.

2300719

*B. 500 B.C.

2300719

C. 100 A.D.

2300719

D. 500 A.D.

2300719

THE ROMAN REPUBLIC ENDED ABOUT

2300720

A. 500 B.C.

2300720

B. 100 B.C.

2300720

*C. 50 B.C.

2300720

D. 500 A.D.

2300720

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CHARACTERISTICS
OF THE FRAMEWORK OF THE GOVERNMENT OF THE ROMAN REPUBLIC BY
SELECTING THEM FROM A GIVEN LIST. %40

0207

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

THE SUPREME POWER IN THE REPUBLIC AT FIRST RESTED IN THE

2300760

A. CONSULS.

2300760

B. SENATE.

2300760

C. MAGISTRATES.

2300760

*D. POPULAR ASSEMBLY.

2300760

E. TRIBUNES.

2300760

AS IN OUR COUNTRY, ALL THE CITIZENS OF THE ROMAN REPUBLIC
COULD VOTE. ONE DIFFERENCE IS THAT

2300761

A. ROMANS HAD TO PAY A POLL TAX.

2300761

*B. SOME ROMANS LIVED TOO FAR FROM THE POLLS TO VOTE.

2300761

C. ROMANS COULD VOTE WHEN THEY REACHED 16 YEARS OLD.

2300761

D. ALL OF THE ABOVE

2300761

2300761

ALTHOUGH THE ROMAN REPUBLIC WAS CALLED A DEMOCRACY AND ORGANIZED, IT

2300762

A. HAD A KING.

2300762

*B. WAS GOVERNED BY THE NOBILITY.

2300762

- C. WAS A REPRESENTATIVE FORM OF GOVERNMENT.
- D. GAVE THE PEOPLE IN ITS COLONIES NO FREEDOMS.

2300762
2300762

IT WAS OFTEN TRUE THAT THE OFFICIALS OF THE REPUBLIC WERE FROM THE CLASS OF WEALTHY FAMILIES BECAUSE

2300763

- A. THEY WERE THE ONLY ONES TO BE CONSIDERED CITIZENS.
- *B. ONLY THE RICH COULD AFFORD TO SERVE FOR NO SALARY.
- C. THE EMPEROR WOULD ONLY SELECT HIS FRIENDS.
- D. THE POOR PEOPLE WERE SERVING IN THE ARMY.

2300763
2300763
2300763
2300763
2300763

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RELATE THE AFFECT OF ROMAN WARS OF CONQUEST ON THE DAILY LIFE OF ROMAN CITIZENS BY IDENTIFYING SPECIFIC CONSEQUENCES. %9

0208

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

AS A RESULT OF SUCCESSFUL WARS OF CONQUEST, ROME

2300764

- A. MADE A HUGH PROFIT AFTER EXPENSES OF WAR WERE PAID.
- B. MADE A GREAT AMOUNT OF COINS FROM CAPTURED PRECIOUS METALS.
- C. WAS ABLE TO DISCONTINUE DIRECT TAXES IN ITALY.
- *D. ALL OF THE ABOVE

2300764
2300764
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2300764

AS A RESULT OF SUCCESSFUL WARS OF CONQUEST, THE PEOPLE OF ROME

2300765

- *A. ATTAINED A NEW STANDARD OF WEALTH AND LUXURY.
- B. WERE ABLE TO BECOME MORE DEMOCRATIC AT HOME.
- C. BEGAN TO FREE THEIR SLAVES.
- D. DEVELOPED A DESIRE FOR PEACE.

2300765
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IN WHICH WAY DID THE COMPOSITION OF THE SLAVES IN ROME CHANGE AS A RESULT OF SUCCESSFUL WARS OF CONQUEST

2300766

- A. THERE WERE FEWER SLAVES THAN BEFORE.
- B. THE SLAVES WERE NOT AS REFINED AS THE OLDER TYPES HAD BEEN.
- *C. THERE WERE NOW MANY GREEK SLAVES WHO BROUGHT THEIR IDEAS AND MANY TASTES INTO THE HOUSEHOLDS OF THEIR MASTERS.
- D. MANY OF THE SLAVES COULD OWN LAND NOW THAT THE CONQUERED AREAS EXTENDED THE EMPIRE.

2300766
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AS A RESULT OF SUCCESSFUL WARS OF CONQUEST, IN ROME AN OFFICIAL CAREER WAS NO LONGER CONSIDERED JUST AS HONOR AND SERVICE TO THE STATE BUT ALSO

2300767

- A. A JOB TO BE AVOIDED.
- *B. A WAY TO ATTAIN RICHES.
- C. A WAY TO AVOID THE ARMY.
- D. A JOB FOR EDUCATED SLAVES FROM GREECE.

2300767
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2300767

TO FIGHT THE ROMAN WARS OF CONQUEST, SOLDIERS WERE DRAFTED CHIEFLY FROM THE

2300768

- A. SLAVES.
- B. CITY DWELLERS.
- *C. SMALL LANDOWNERS.
- D. SONS OF THE WEALTHY.

2300768
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2300768

PARTLY AS A RESULT OF THE MANY WARS IN THE ROMAN REPUBLIC, THE SMALL FARMERS

2300769

- A. INCREASED THEIR STANDARDS OF LIVING.
- B. MOVED TO NEWER AND MORE PRODUCTIVE FARM LANDS.
- *C. BEGAN TO LOSE THEIR FARMS AND MOVED TO CITIES.

2300769
2300769
2300769
2300769

D. WERE ABLE TO INCREASE THE PRICE OF THEIR PRODUCTS NEEDED FOR FOOD FOR THE ARMY.	2300768 2300769
THE LARGE LANDOWNERS HAD AN ADVANTAGE OVER THE SMALL FARMER IN THAT HE	2300770
A. COULD GET SLAVES TO WORK FOR HIM.	2300770
B. COULD GROW A VARIETY OF CROPS.	2300770
C. DID NOT HAVE TO FIGHT IN THE ARMY.	2300770
*D. ALL OF THE ABOVE	2300770
WHEN THE SMALL FARMERS LEFT THE FARMS AND MOVED TO ROME, THEY SELDOM GOT JOBS IN INDUSTRY BECAUSE	2300771
A. THEY DID NOT LIKE THAT TYPE OF WORK.	2300771
*B. THE JOBS WERE TAKEN BY SKILLED SLAVES FROM INDUSTRIALLY ADVANCED LANDS.	2300771
C. ROMAN CITIZENS WERE NOT SUPPOSE TO WORK IN FACTORIES.	2300771
D. THEY PLANNED TO RETURN TO THEIR FARMS SOON.	2300771
THE MAIN REASON WHY GAUL WAS AS EASILY CONQUERED WAS	2300772
A. IT WAS LOCATED NEAR ITALY.	2300772
B. THE PEOPLE ACTUALLY DESIRED TO BECOME ROMAN CITIZENS.	2300772
*C. THE TRIBES IN GAUL WOULD NOT COOPERATE WITH EACH OTHER TO DEFEND THE LAND.	2300772
D. THAT THE ROMANS HAD BETTER EQUIPMENT.	2300772

THE STUDENT WILL INDICATE HIS KNOWLEDGE OF LARGE BODIES OF WATER WHICH INFLUENCE THE LANDS OF THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. %8	0198
DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
THE LARGE SEA TOUCHING MANY PARTS OF THE ROMAN EMPIRE WAS THE	2300688
A. ARABIAN.	2300688
B. CASPIAN.	2300688
C. BALTIC.	2300688
*D. MEDITERRANEAN.	2300688
THE SEA DIVIDING BRITAIN FROM THE REST OF THE ROMAN EMPIRE WAS THE	2300689
A. MEDITERRANEAN.	2300689
B. BALTIC.	2300689
*C. NORTH.	2300689
D. WEST.	2300689
THE OCEAN TOUCHING PART OF THE ROMAN EMPIRE IS THE	2300690
A. PACIFIC.	2300690
B. INDIAN.	2300690
*C. ATLANTIC.	2300690
D. ARCTIC.	2300690
A SEA TOUCHING THE AFRICAN PART OF THE ROMAN EMPIRE WAS THE	2300691
*A. RED.	2300691
B. BLACK.	2300691
C. YELLOW.	2300691
D. WHITE.	2300691
A SEA BETWEEN THE ITALIAN PENINSULA AND THE BALKANS IS THE	2300692

A. AEGEAN.	2300692
*B. ADRIATIC.	2300692
C. TYRRHENIAN.	2300692
D. RED.	2300692
A SEA BETWEEN GREECE AND ASIA MINOR IS THE	2300693
*A. AEGEAN.	2300693
B. ADRIATIC.	2300693
C. TYRRHENIAN.	2300693
D. BLACK.	2300693
THE BAY OF BISCAY IS LOCATED	2300694
A. SOUTH OF SPAIN.	2300694
B. EAST OF ITALY.	2300694
C. NORTH OF BRITAIN.	2300694
*D. WEST OF FRANCE.	2300694
THE SEA INTO WHICH THE DANUBE RIVER EMPTIES FORMED PART OF	2300695
THE NORTHEAST BORDER OF THE ROMAN EMPIRE. IT IS THE	2300695
A. RED.	2300695
B. YELLOW.	2300695
*C. BLACK.	2300695
D. WHITE.	2300695

THE STUDENT WILL SHOW HIS KNOWLEDGE OF SOME OF THE LARGER AND/OR MORE IMPORTANT ISLANDS OF THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. %20 0199

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

AN ISLAND CLOSE TO THE SOUTHERN TIP OF THE ITALIAN PENINSULA IS 2300696

A. SARDINA.	2300696
B. CORSICA.	2300696
C. CRETE.	2300696
*D. SICILY.	2300696

AN ISLAND SOUTH OF GREECE IS 2300697

A. SARDINIA.	2300697
B. CORSICA.	2300697
*C. CRETE.	2300697
D. SICILY.	2300697

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF RIVERS AND MOUNTAINS OF THE AREA INCLUDED IN THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. %20 0200

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

MOUNTAINS OF NORTHERN ITALY ARE THE 2300698

*A. ALPS.	2300698
B. APENNINES.	2300698
C. PENNINES.	2300698

D. ATLAS.	2300698
MOUNTAINS FORMING A BACKBONE DOWN THE PENINSULA OF ITALY ARE THE	2300699
A. ALPS.	2300699
*B. APENNINES.	2300699
C. PENNINES.	2300699
D. ATLAS.	2300699
MOUNTAINS DIVIDING FRANCE AND SPAIN ARE THE	2300700
A. ALPS.	2300700
B. APENNINES.	2300700
*C. PYRENEES.	2300700
D. PINDUS.	2300700
THE MOUNTAINS OF ENGLAND ARE THE	2300701
*A. PENNINE.	2300701
B. APENNINES.	2300701
C. PYRENEES.	2300701
D. PINDUS.	2300701
THE MOUNTAINS SEPARATING ITALY AND FRANCE ARE THE	2300702
A. PERININE.	2300702
B. APPENNINES.	2300702
C. PYRENNES.	2300702
*D. ALPS.	2300702
THE MOUNTAINS OF GREECE ARE THE	2300703
*A. PINDUS.	2300703
B. PENNINE.	2300703
C. APENNINES.	2300703
D. PYRENEES.	2300703
THE MOUNTAINS OF SWITZERLAND ARE THE	2300704
A. APENNINES.	2300704
B. PYRENEES.	2300704
*C. ALPS.	2300704
D. PENNINES.	2300704
THE RIVER ON WHICH THE CITY OF ROME IS LOCATED IS THE	2300705
A. RHONE.	2300705
B. AINO.	2300705
C. PO.	2300705
*D. TIBER.	2300705
THE MOST IMPORTANT RIVER OF NORTHERN ITALY IS THE	2300706
A. RHONE.	2300706
B. AINO.	2300706
*C. PO.	2300706
D. TIBER.	2300706
THE RIVERS WHICH HELPED TO FORM THE NORTHERN BOUNDARY OF THE	2300707
ROMAN EMPIRE AT ITS HEIGHT OF POWER WERE THE RHINE AND THE	2300707
A. THAMES.	2300707
*B. DANUBE.	2300707
C. TIBER.	2300707
D. PO.	2300707
THE RIVERS WHICH HELPED TO FORM THE NORTHERN BOUNDARY OF	2300708
THE ROMAN EMPIRE AT ITS HEIGHT OF POWER WERE THE DANUBE AND THE	2300708
*A. RHINE.	2300708
B. PO.	2300708

C. TIBER.	2300708
D. THAMES.	2300708
WHICH RIVER WAS NOT PART OF THE ROMAN EMPIRE?	2300709
A. RHINE	2300709
B. PO	2300709
C. THAMES	2300709
D. ELBE	2300709
AN IMPORTANT RIVER OF EGYPT WAS THE	2300710
A. PO.	2300710
B. RHINE.	2300710
C. DANUBE.	2300710
D. NILE.	2300710
A RIVER WITH ITS SOURCE IN TURKEY IS THE	2300711
A. RHINE.	2300711
B. NILE.	2300711
*C. EUPHRATES.	2300711
D. ARNO.	2300711
AN IMPORTANT RIVER OF SPAIN IS	2300712
A. RHONE.	2300712
B. RHINE.	2300712
*C. EBRO.	2300712
D. ARNO.	2300712
AN IMPORTANT RIVER OF SOUTHERN SPAIN IS THE	2300713
A. RHONE.	2300713
B. EBRO.	2300713
C. ARNO.	2300713
D. GUADALQUIVIR.	2300713
AN IMPORTANT RIVER OF SOUTHERN FRANCE IS THE	2300714
A. MEUSE.	2300714
B. SEINE.	2300714
*C. RHONE.	2300714
D. RHINE.	2300714
THE RIVER ON WHICH PARIS IS BUILT IS THE	2300715
A. RHONE.	2300715
B. LOIRE.	2300715
*C. SEINE.	2300715
D. GARONNE.	2300715
AN IMPORTANT RIVER OF GERMANY IS THE	2300716
A. RHONE.	2300716
*B. RHINE.	2300716
C. LOIRE.	2300716
D. SEINE.	2300716
AN IMPORTANT RIVER OF YUGOSLAVIA IS THE	2300717
*A. DANUBE.	2300717
B. RHINE.	2300717
C. TIBER.	2300717
D. RHONE.	2300717

THE STUDENT WILL DISPLAY HIS ABILITY TO IDENTIFY THE COUNTRIES OF

0197

TODAY WHICH WERE ONCE PART OF THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. %6□

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* ONCE PART OF THE ROMAN EMPIRE?

- A. PORTUGAL
- B. MOROCCO
- C. SWITZERLAND
- D. BULGARIA
- *E. DENMARK

2300682
2300682
2300682
2300682
2300682
2300682

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* ONCE PART OF THE ROMAN EMPIRE?

- A. SPAIN
- B. ALGERIA
- C. BELGIUM
- *D. SWEDEN
- E. ALBANIA

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2300683
2300683
2300683

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE?

- A. FRANCE
- B. TUNISIA
- C. ROMANIA
- D. NETHERLANDS
- *E. REPUBLIC OF IRELAND

2300684
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2300684
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2300684

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE?

- *A. SUDAN
- B. LUXEMBOURG
- C. AUSTRIA
- D. TURKEY
- E. GREECE

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2300685
2300685
2300685
2300685

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE?

- A. HUNGARY
- B. LIBYA
- C. JORDAN
- D. ISRAEL
- *E. POLAND

2300686
2300686
2300686
2300686
2300686
2300686

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE?

- A. EGYPT
- B. LEBANON
- C. SYRIA
- D. WEST GERMANY
- *E. NORWAY

2300687
2300687
2300687
2300687
2300687
2300687

THE STUDENT WILL SHOW HIS ABILITY TO RECOGNIZE CHARACTERISTICS OF ANCIENT ROME BY IDENTIFYING THEM FROM A GIVEN LIST. %3□

0115

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF

0001

CHOICES.

THE ROMANS HELD THEIR TERRITORIES BY ALL OF THE FOLLOWING
EXCEPT 2300355
A. PLACING SOLDIERS IN THEM. 2300355
B. PLACING GOVERNORS IN THEM. 2300355
C. PLACING TAX COLLECTORS IN THEM. 2300355
*D. REQUIRING THE PEOPLE TO BECOME ROMAN CITIZENS. 2300355

THE RELIGION OF MOST PEOPLE IN ANCIENT ROME CONSISTED OF A
BELIEF IN 2300356
A. ONE GOD. 2300356
B. TWO MAJOR GODS. 2300356
*C. MANY GODS. 2300356
D. GODS IN SPIRITUAL FORM ONLY. 2300356

SOME OF THE REASONS FOR THE DECLINE OF THE ROMAN EMPIRE INCLUDE
ALL OF THE FOLLOWING *EXCEPT* 2300357
A. THE ARMIES WHICH HELD THE BORDERS WEAKENED. 2300357
B. DEMOCRATIC GOVERNMENT FADED. 2300357
C. SMALL FARMERS WERE FORCED OUT OF AGRICULTURE. 2300357
*D. CAESAR WAS ASSASSINATED BY JEALOUS GOVERNMENT OFFICIALS. 2300357

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CULTURE OF
ANCIENT ROME BY SELECTING CORRECT STATEMENTS ABOUT IT FROM GIVEN
LISTS. %13 0042

CIRCLE THE LETTER OF THE RESPONSE WHICH BEST COMPLETES THE
STATEMENT.

ALL THESE STATEMENTS ABOUT EDUCATION IN ANCIENT ROME ARE TRUE
EXCEPT 1786
*A. BOYS, AT AGE SEVEN, WENT TO SCHOOL.
B. GIRLS WERE TAUGHT TO SPIN, WEAVE, AND SEW.
C. GIRLS LEARNED DUTIES OF A CITIZEN FROM THEIR MOTHERS.
D. BOYS LEARNED DUTIES OF A CITIZEN FROM THEIR FATHERS.

ALL OF THESE STATEMENTS ABOUT EDUCATION IN ANCIENT ROME ARE TRUE
EXCEPT 1787
A. BOYS WERE PREPARED TO BE EXCELLENT SOLDIERS.
*B. GIRLS WENT TO LAW COURTS AND RELIGIOUS CEREMONIES.
C. BOYS WERE TAUGHT TO RESPECT AUTHORITY.
D. GIRLS LEARNED A LITTLE READING AND WRITING.

ALL OF THE FOLLOWING ARE TRUE ABOUT ROMAN CLOTHING *EXCEPT* 1788
A. THEY WORE A TUNIC WHICH REACHED BELOW THE KNEE.
*B. TUNICS WERE WORN AT FORMAL OCCASIONS.
C. TUNICS WERE MADE FROM WHITE WOOL.
D. THE DEEP FOLDS OF A TOGA WERE USED AS POCKETS.

THE ROMANS USED OLIVE OIL FOR ALL OF THE FOLLOWING REASONS
EXCEPT 1789
*A. TO HEAT THEIR HOMES.
B. AS BUTTER IS USED TODAY.
C. IN LAMPS FOR LIGHT.
D. AFTER BATHING AS BATHOIL.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN NAMES *EXCEPT* 1790

- A. CORNELIUS & CLAUDIUS ARE ROMAN BOYS NAMES.
- B. GIRLS WERE GIVEN FEMININE FORMS OF BOYS NAMES.
- C. BOYS HAD THREE NAMES.
- *D. THE FIRST NAME OF A BOY WAS HIS FAMILY NAME.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN MEALS *EXCEPT* 1791

- A. THEY ATE WITH THEIR HANDS OR WITH A SPOON.
- B. THEY ATE SLICED EGG, ONION, OYSTERS FOR APPETIZERS.
- *C. THEY HAD COFFEE OR TEA WITH THEIR PASTRY OR FRUIT DESSERT.
- D. THEY MIGHT HAVE EATEN PORK, DUCK, OR LAMB.
- E. FOR BREAKFAST THEY HAD BREAD, CHEESE, AND RAISINS.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN FUNERALS *EXCEPT* 1793

- A. THE FUNERAL PROCESSION WAS HEADED BY MUSICIANS.
- B. THE FAMILY AND ITS SLAVES WALKED BEHIND THE COFFIN.
- *C. SINGERS AND ACTORS WALKED IN FRONT OF THE COFFIN.
- D. THE GRAVE WAS MADE SACRED BY THE SACRIFICE OF A PIG.
- E. IF THE MAN WAS IMPORTANT HIS FUNERAL PROCESSION PAUSED IN THE FORUM.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN ROADS *EXCEPT* 1794

- A. SOME WERE MADE OF ASPHALT.
- B. THEY WERE WIDE AND SMOOTH.
- *C. THEY WERE STRONG AND WATERTIGHT.
- D. SOME ARE STILL IN EXISTENCE.
- E. SOME WERE MADE OF CEMENT.

ROMANS SHOWED THEIR SKILLS OF ARCHITECTURE IN ALL OF THE FOLLOWING *EXCEPT* 1795

- A. BRIDGES.
- *B. THE PARTHENON.
- C. THE COLOSSEUM.
- D. ARCHES.
- E. AQUEDUCTS.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN GAMES *EXCEPT* 1796

- A. MANY GLADIATORS WERE CHRISTIANS.
- B. SOMETIMES MEN FOUGHT LIONS.
- C. THEY WERE A PUNISHMENT FOR CHRISTIANS.
- *D. ALL GLADIATORS WERE TORN APART BY THE HUNGRY ANIMALS.
- E. THE AUDIENCE COULD DECIDE IF A MAN SHOULD DIE BY TURNING THEIR THUMB DOWN.

ALL OF THE FOLLOWING ARE TRUE OF THE FINE ARTS OF ROME *EXCEPT* 1797

- *A. MANY ROMANS PLAYED MUSICAL INSTRUMENTS.
- B. OPERAS WERE PERFORMED.
- C. BEAUTIFUL STATUES WERE CARVED.
- D. MEN WROTE HISTORIES AND LITERATURE.

ALL OF THE FOLLOWING ARE TRUE OF THE GOLDEN AGE OF ROME *EXCEPT* 1798

- A. JULIUS CAESAR RULED.
- B. MARBLE TEMPLES WERE BUILT.
- C. PUBLIC BUILDINGS WERE BUILT IN THE FORUM.
- *D. THE ROMAN PEACE EXTENDED THROUGHOUT THE EMPIRE.
- E. MANY LANDS UNDER THE RULE OF ROME WERE UNITED.

ROME IMPORTED ALL OF THE FOLLOWING *EXCEPT* 1799

- A. CORK AND SILVER FROM SPAIN.
- B. PERFUMES AND SPICES FROM ASIA MINOR.
- *C. TEA FROM JAPAN.
- D. SILK FROM CHINA.

E. DIAMONDS, TIGERS, AND ELEPHANTS FROM INDIA.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY
EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE
IN THE PASSAGE. %140 0352

DIRECTIONS - ASSUMING THAT THE INFORMATION BELOW IS TRUE, IT IS
POSSIBLE TO ESTABLISH OTHER FACTS USING THE ONES IN THIS
PARAGRAPH AS A BASIS FOR REASONING. THIS IS CALLED DRAWING IN-
FERENCES. THERE IS, OF COURSE, A LIMIT TO THE NUMBER OR KINDS OF
FACTS WHICH MAY BE PROPERLY INFERRED FROM ANY STATEMENT. 0065

USE ONE OF THE FOLLOWING SYMBOLS IN THE SPACE PROVIDED.

- T - IF THE STATEMENT MAY BE INFERRED AS *TRUE*
- F - IF THE STATEMENT MAY BE INFERRED AS *FALSE*
- 0 - IF NO INFERENCE CAN BE DRAWN ABOUT IT FROM THE PARAGRAPH

USE ONLY THE INFORMATION GIVEN IN THE PARAGRAPH AS A BASIS FOR
YOUR RESPONSE.

PARAGRAPH 2435

THE LIST OF NECESSITIES FOR THE POOR FREE LABORER IN ANCIENT
ROME WAS VERY SMALL. HE NEEDED ABOUT FIFTEEN BUSHEL OF WHEAT
EVERY YEAR. ABOUT THE ONLY MEAT HE HAD TO EAT WAS THAT WHICH THE
PRIESTS GAVE AWAY AFTER A SACRIFICE ON HOLIDAYS. HE NEEDED ABOUT
A PENNY'S WORTH OF OIL AND ANOTHER PENNY'S WORTH OF WINE EACH DAY,
HIS SMALL DAILY PORTION OF VEGETABLES COST THIS MUCH AGAIN. A
POUND OF CHEESE COST RELATIVELY MORE, BUT WOULD SUFFICE FOR
SEVERAL DAYS. THESE FOODS CONSTITUTED THE ARTICLES OF HIS USUAL
MENU. THE WOOL FOR THE TWO TUNICS HE NEEDED EACH YEAR COST ABOUT
ONE DOLLAR. HALF THIS MUCH WOULD PAY FOR A PAIR OF SANDALS WHICH
HE SELDOM WORE. THE STATE SUPPLIED AMUSEMENTS ON HOLIDAYS FREE OF
CHARGE AND ALSO SUPPORTED THE FREE PUBLIC BATHS, WHERE FRIENDS
COULD GATHER. IF HE WERE OUT OF WORK THE STATE WOULD ALSO SUPPLY
HIM WITH GRAIN, THEREFORE IT WAS POSSIBLE FOR THE POOR FREEMAN TO
LIVE AND ALSO TO HAVE A WIFE IF HIS WIFE WOULD SPIN AND WEAVE. 2445

EVEN THE LABORING CLASS HAD SOME RECREATION. *A 2445

THE STATE WAS *NOT* CONCERNED WITH THE CONDITION OF THE POOR
PEOPLE. *B 2446

THE LIVING CONDITIONS OF THE ROMAN LABORERS WERE VERY POOR. *A 2447

FOOD AND CLOTHING WERE QUITE CHEAP IN ROME IN COMPARISON WITH
MODERN TIMES. *A 2448

THE LABORERS DID *SOME* OF THEIR WORK AT HOME, SINCE THE ROMANS
HAD NO FACTORIES. *C 2449

MOST LABORERS WERE SO POOR THAT THEY COULD NOT GET MARRIED. *B 2450

SOME OF THE RICH ROMANS WERE CRUEL TO THEIR SLAVES. *C 2451

THE STATE WAS OPPOSED TO THE ORGANIZATION OF WORKERS INTO
COLLEGIA, OR GUILDS. *C 2452

THERE WAS A RELIEF PROBLEM EVEN IN THE DAYS OF ANCIENT ROME. *A 2453

THE ROMANS ATE *MOSTLY* CHEESE AND VEGETABLES, SINCE THEY DID NOT 2454
LIKE MEAT. *B 2454

A LABORERS WIFE OFTEN MADE HIS CLOTHING FOR HIM. *A 2455

SOME PRIESTS WERE INTERESTED IN THE WELFARE OF THE POOR. *A 2456

THE ROMANS DID NOT HAVE A WELL-ORGANIZED GOVERNMENT. *B 2457

THE LIVING CONDITIONS OF THE SLAVES WERE BETTER THAN THOSE OF THE 2458
FREE LABORERS. *C 2458

THE CHILD WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA 0308
BY SELECTING IT AFTER READING A PARAGRAPH ABOUT RECREATION IN
EARLY ROME. %1□

DIRECTIONS - READ THE PARAGRAPHS BELOW. 39

ONE TYPE OF PUBLIC AMUSEMENT IN EARLY ROME WAS HELD IN THE CIRCUS 2089
IN ROME, WHICH WAS A RACE-COURSE FOR CHARIOT RACES. THE CIRCUS 2089
COULD SEAT 160,000 PERSONS, WHICH MADE IT BIGGER THAN ANY STADIUM 2089
IN THE UNITED STATES. 2089

THE PEOPLE OF ROME ALSO ENJOYED WATCHING BLOODY FIGHTS BETWEEN 2078
ANIMALS OR BETWEEN MEN AND ANIMALS, AND BETWEEN PROFESSIONAL 2078
FIGHTERS CALLED GLADIATORS. HUNDREDS OF LIONS, PANTHERS AND OTHER 2078
ANIMALS WERE KILLED. IN ROME, THOUSANDS WATCHED IN THE HUGE 2078
AMPHITHEATER CALLED THE COLOSSEUM, CHEERING ONE GLADIATOR TO 2078
WOUND AND KILL HIS OPPONENT. THE COLOSSEUM STILL STANDS AND IT 2078
IS ESTIMATED THAT IT COULD SEAT 45,000 PERSONS. 2078
CHOOSE THE MAIN IDEA THAT COMES FROM THE ABOVE PARAGRAPHS. 2078
A. 180,000 PERSONS COULD BE SEATED IN THE CIRCUS IN ROME. 2078
*B. PUBLIC AMUSEMENTS WERE VERY IMPORTANT IN ROMAN LIFE. 2078
C. LIONS FOUGHT IN THE COLOSSEUM. 2078
D. THE CIRCUS WAS A RACE-COURSE FOR CHARIOT RACES. 2078
E. THE PROFESSIONAL FIGHTERS WERE CALLED GLADIATORS. 2078

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VARIOUS ROMAN 0043
LEADERS BY IDENTIFYING STATEMENTS THEY MIGHT HAVE SAID. %5□

ON THE BLANK, WRITE THE LETTER OF A MAN LISTED BELOW WHO MIGHT
HAVE SAID THE FOLLOWING PARAGRAPHS.

- A. J. CAESAR
- B. A. CAESAR
- C. JUSTINIAN
- D. VIRGIL
- E. CICERO
- F. CINCINNATUS

I WROTE ABOUT THE GLORY OF ROME. I WROTE ABOUT THE HAPPINESS OF 1800
LIVING IN THE COUNTRY IN BEAUTIFUL ITALY. I AM AN HISTORIAN. *D

I WAS MADE DICTATOR OF ROME FOR LIFE. I REFUSED TO BE KING. ROME 1801

IS A REPUBLIC, I SAID. MY WIFE WARNED ME OF IMPENDING DANGER BUT I WENT TO THE SENATE ANYWAY. BUT I ANSWERED IT IS BETTER TO DIE ONCE THAN TO LIVE ALWAYS IN THE FEAR OF DEATH. *A

I WAS THE ROMAN EMPEROR WHO HAD ALL THE LAWS GATHERED TOGETHER INTO A SINGLE SYSTEM OR CODE. THAT MADE IT EASY TO STUDY ROMAN LAW. THIS CODE OF LAW WAS NAMED AFTER ME. *C

I CAME HOME TO ROME IN TRIUMPH IN 27 B.C. MY COUNTRYMEN HAILED ME AS EMPEROR, BUT I WANTED NO MORE WARS. THE SENATE GAVE ME MY NAME WHICH MEANS *HONORED*. LIKE MY UNCLE, I HELD MUCH POWER. *B

I HAD RETIRED TO MY FARM OUTSIDE OF ROME WHEN I WAS ASKED TO BECOME DICTATOR FOR SIX MONTHS. SWIFTLY, I DEFEATED THE ENEMY AND RETURNED TO ROME. I REFUSED A LARGE SUM OF GOLD FOR MY DEEDS AND WENT BACK TO MY FARM AFTER 16 DAYS. *E

C. MIDDLE AGES

THE CHILD WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING IT AFTER READING A PARAGRAPH ABOUT THE CRUSADES. %1□

INSTRUCTIONS -- READ THE PARAGRAPH BELOW.
THE CRUSADES ALSO STIRRED THE CURIOSITY OF EUROPEANS. THE CRUSADERS BROUGHT BACK TALES OF WEALTH OF STRANGE CUSTOMS AND OF NEW WAYS OF DOING THINGS. THROUGH CONTACT WITH THE MIDDLE EAST, EUROPEANS FIRST LEARNED TO USE PAPER. THE MAGNETIC COMPASS, AND THE KIND OF NUMBERS WE EMPLOY TODAY. LIKE THE STORIES OF MARCO POLO, AN ITALIAN WHO TRAVELLED TO CHINA IN THE THIRTEENTH CENTURY, THESE NEW IDEAS FIRED THE EUROPEAN IMAGINATION. EUROPEANS BEGAN TO HUNGER FOR MORE KNOWLEDGE OF THE WORLD IN GENERAL.

CHOOSE THE MAIN IDEA THAT CAME FROM THE PARAGRAPH.

- A. RETURNING CRUSADERS BROUGHT BACK NEW IDEAS FROM THE MIDDLE EAST.
- B. BEFORE THE CRUSADES, EUROPEANS DID NOT KNOW HOW TO USE PAPER.
- *C. THE NEW INFORMATION THE CRUSADERS BROUGHT BACK FROM THE MIDDLE EAST MADE EUROPEANS WANT TO KNOW MORE ABOUT OTHER CULTURES.

THE STUDENT WILL DEMONSTRATE THE ABILITY TO ANALYZE CHANGES THAT WOULD HAVE OCCURRED IF AN HISTORICAL EVENT WERE ALTERED BY CHOOSING PLAUSIBLE ALTERNATIVES. %4□

IMAGINE THAT THE MOSLEMS HAD *NEVER* CONQUERED THE HOLY LAND, AND THE CRUSADES HAD *NOT* TAKEN PLACE. LOOK AT THE STATEMENTS BELOW. FOR EACH STATEMENT SELECT

- A. IF YOU WOULD PRESUME IT TO BE TRUE.
- B. IF YOU WOULD PRESUME IT TO BE FALSE.

CITIES IN THE MIDDLE AGES WOULD HAVE DEVELOPED MORE SLOWLY. *A	1703
THE USE OF SPICES IN THE MIDDLE AGES WOULD HAVE BEEN GREATER. *B	1704
NO ONE IN THE MIDDLE AGES WOULD HAVE BEEN A KNIGHT. *B	1705
THE EUROPEAN PEOPLE IN THE MIDDLE AGES WOULD HAVE KNOWN LESS ABOUT THE MOSLEMS. *A	1707

GIVEN PARAGRAPHS ABOUT WILLIAM THE CONQUEROR, STUDENTS WILL BE ABLE TO ANALYZE THIS INFORMATION BY CLASSIFYING GIVEN STATEMENTS AS BEING PROBABLY TRUE, PROBABLY FALSE, OR IMPOSSIBLE TO SAY. 0448

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS ABOUT WILLIAM THE CONQUEROR VERY CAREFULLY AND THEN DECIDE IF THE STATEMENTS LISTED BELOW ARE PROBABLY TRUE, PROBABLY FALSE, OR WHETHER YOU ARE UNABLE TO SAY FROM THE INFORMATION PROVIDED. CIRCLE THE LETTER OF THE CORRECT CHOICE. BE *VERY* CRITICAL IN YOUR THINKING SINCE THERE IS ONLY ONE *BEST* ANSWER.

IN 1066 WILLIAM THE CONQUEROR DEFEATED HAROLD, RODE INTO LONDON, AND MADE HIMSELF KING OF ENGLAND. HE TOOK LAND FROM THE SAXON LORDS WHO HAD FOUGHT AGAINST HIM AND GAVE IT TO THE NORMAN NOBLES WHO FOUGHT FOR HIM. FOR A TIME THE SAXONS SHOWED THEIR HATRED BY NOT COOPERATING. BUT THE KING WAS A STRONG AND DETERMINED RULER AND SLOWLY WON THEIR ADMIRATION.

WILLIAM VERY WISELY ALLOWED THE SAXONS TO KEEP MANY OF THEIR OWN LAWS, CUSTOMS, COURTS, AND OFFICIALS. IN TIME THE HATRED GRADUALLY DIED AND BOTH GROUPS MINGLED AND BECAME THE ENGLISH PEOPLE.

IN TIME THE NORMANS AND SAXONS INTERMARRIED.	2277
*A. PROBABLY TRUE	2277
B. PROBABLY FALSE	2277
C. CAN'T SAY	2277

WILLIAM THE CONQUEROR GAVE THE SAXONS SEVERE PHYSICAL PUNISHMENTS.	2278
A. PROBABLY TRUE	2278
*B. PROBABLY FALSE	2278
C. CAN'T SAY	2278

THE SAXONS CAME TO BELIEVE WILLIAM THE CONQUEROR WAS BASICALLY A FAIR RULER.	2279
*A. PROBABLY TRUE	2279
B. PROBABLY FALSE	2279
C. CAN'T SAY	2279

WILLIAM WAS MARRIED TO A SAXON PRINCESS.	2280
A. PROBABLY TRUE	2280
B. PROBABLY FALSE	2280
*C. CAN'T SAY	2280

WILLIAM WAS CROWNED AT WESTMINSTER ABBEY.	2281
A. PROBABLY TRUE	2281
B. PROBABLY FALSE	2281
*C. CAN'T SAY	2281

CONQUERORS WOULD BE WISE TO ALLOW CONQUERED PEOPLE TO RETAIN MUCH OF THEIR OLD LIFE STYLE.	2282
*A. PROBABLY TRUE	2282
B. PROBABLY FALSE	2282
C. CAN'T SAY	2282

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF EUROPEAN BARBARIC TRIBES BY SELECTING PERTINENT FACTS FROM GIVEN LISTS. %6	0451
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IF CHARLES MARTEL HAD *NOT* CONQUERED THE MOORS,	2313
*A. WE MIGHT BE MOSLEMS TODAY.	2313
B. MOORISH ARCHITECTURE MIGHT HAVE GONE OUT OF EXISTENCE.	2313
C. CLOVIS MIGHT *NOT* HAVE BECOME KING.	2313
D. EDUCATION MIGHT HAVE STOPPED.	2313

THE EUROPEAN BARBARIANS WERE ALL OF THE FOLLOWING *EXCEPT*	2314
A. GERMANIC.	2314
*B. SHORT AND DARK.	2314
C. TEUTONIC.	2314
D. COURAGEOUS AND BRAVE.	2314

THE FIRST BARBARIANS TO ENTER THE ROMAN EMPIRE WERE	2315
A. VIKINGS.	2315
B. VANDALS.	2315
*C. GOTHs.	2315
D. SAXONS.	2315

THE BARBARIANS WHO LIVED IN GAUL %FRANCE WERE KNOWN AS	2316
A. VIKINGS.	2316
B. GOTHs.	2316
*C. FRANKs.	2316
D. ANGLES.	2316

ALL OF THE FOLLOWING TRIBES FOUGHT THE BRITONS *EXCEPT* THE	2317
A. PICTs.	2317
B. ANGLES.	2317
C. SCOTs.	2317
*D. FRANKs.	2317
E. SAXONS.	2317

THE GERMANIC BARBARIANS THAT TERRORIZED THE COAST OF EUROPE FROM 800-1000 A. D. WERE THE	2318
A. SAXONS.	2318
*B. VIKINGS.	2318
C. FRANKs.	2318
D. BRITONS.	2318

GIVEN STATEMENTS ABOUT A RULER, STUDENTS WILL BE ABLE TO ASSESS INFORMATION BY ANALYZING IT AS BEING PROBABLY TRUE, PROBABLY UNTRUE, OR IMPOSSIBLE TO DETERMINE FROM THE INFORMATION GIVEN. %5	0453
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DIRECTIONS - READ THE FOLLOWING PARAGRAPH VERY CAREFULLY AND THEN DECIDE IF THE STATEMENTS LISTED BELOW ARE PROBABLY TRUE, PROBABLY FALSE, OR WHETHER YOU ARE UNABLE TO SAY FROM THE INFORMATION

PROVIDED IN THE PARAGRAPH. CIRCLE THE BEST ANSWER.

I, ALFRED, GATHERED THESE LAWS TOGETHER AND COMMANDED MANY OF THEM TO BE WRITTEN WHICH OUR FOREFATHERS HELD, THOSE WHICH SEEMED TO BE GOOD. AND MANY OF THEM WHICH SEEMED TO ME NOT SO GOOD I REJECTED. I DURST NOT VENTURE TO SET DOWN IN WRITING MUCH OF MY OWN, FOR IT IS UNKNOWN TO ME WHAT OF THEM WOULD PLEASE THOSE WHO SHOULD COME AFTER ME. 23

ALFRED BELIEVED IN FAIR LAWS. 23
 *A. PROBABLY TRUE 23
 B. PROBABLY FALSE 23
 C. CAN'T SAY 23

ALFRED THOUGHT OTHERS SHOULD HAVE A SHARE IN MAKING LAWS. 23
 *A. PROBABLY TRUE 23
 B. PROBABLY FALSE 23
 C. CAN'T SAY 23

ALFRED HAD THE LAWS WRITTEN DOWN SHORTLY BEFORE HIS DEATH. 23
 A. PROBABLY TRUE 23
 B. PROBABLY UNTRUE 23
 *C. CAN'T SAY 23

ALFRED THOUGHT NEW SITUATIONS AND LAWS WOULD DEVELOP THROUGH THE YEARS. 23
 *A. PROBABLY TRUE 23
 B. PROBABLY FALSE 23
 C. CAN'T SAY 23

ALFRED WAS A WEAK KING. 23
 A. PROBABLY TRUE 23
 *B. PROBABLY FALSE 23
 C. CAN'T SAY 23

GIVEN A LIST OF HYPOTHETICAL STATEMENTS MADE BY PEOPLE IN THE MIDDLE AGES, THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE CLASS SYSTEM EXISTING AT THAT TIME BY SELECTING THE CLASS OF THE PERSON WHO MIGHT HAVE MADE THE STATEMENT. %7 00

FOR EACH ITEM WRITE

- A. IF THE STATEMENT WAS MADE BY A SERF.
- B. IF THE STATEMENT WAS MADE BY A LORD.
- C. IF THE STATEMENT WAS MADE BY A KING.
- D. IF THE STATEMENT WAS MADE BY A KNIGHT.
- E. IF THE STATEMENT WAS MADE BY AN APPRENTICE.

I LEFT THE MANOR ONCE LAST YEAR AND NO ONE CAUGHT ME. *A 16

IF HE LEAVES THE MANOR AGAIN, I'LL HAVE HIM THROWN IN THE MOAT. 16
 *B

THIS IS HIS SHARE OF THE CORN, TAKE IT TO THE CASTLE. *A 16

I GAVE YOU LAND. NOW I NEED TWENTY OF YOUR MEN FOR THE CRUSADE. 16
 *C

I'M TIRED. THIS IS MY FIFTH TOURNAMENT THIS MONTH. *D 17

IN TWO YEARS I,LL BE PAID WAGES FOR MY WORK. *E	1701
I,LL HELP THE CITIES, AND THEN MY POWER WILL BE INCREASED. *C	1702

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE LIFE STYLE OF THOSE LIVING DURING THE MIDDLE AGES BY IDENTIFYING FROM SEVERAL STATEMENTS THE ONES MOST LIKELY MADE BY SERFS OR NOBLES. %10	0445
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DIRECTIONS - IN THE BLANK BEFORE THE STATEMENT MARK *A* %SERF OR *B* %NOBLE DEPENDING ON WHICH PERSON MOST LIKELY MADE THE STATEMENT.	0112
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MY SON WILL BECOME A KNIGHT IN SEVERAL DAYS. *B	2247
---	------

WHY SHOULD I WORK HARD IN THE FIELDS? *A	2248
--	------

I WILL GIVE SIR JASON SOME LAND IF HE WILL PROMISE TO SERVE ME. *B	2249
--	------

MY DEAR WIFE, HOW WOULD YOU LIKE TO OVERSEE PREPARATIONS FOR A TOURNAMENT? *B	2250
---	------

I WISH MY CHILDREN HAD MORE THAN ONE GARMENT TO WEAR. *A	2251
--	------

WE REALLY NEED TO PURCHASE ANOTHER TAPESTRY TO KEEP THE COLD AIR OUT. *B	2252
--	------

WE CAN STAY WARM IN OUR ONE ROOM BY SLEEPING WITH OUR LIVE-STOCK. *A	2253
--	------

LOWER THE DRAWBRIDGE SO WE CAN GET OUR FAMILIES AND LIVESTOCK INSIDE BEFORE THE ENEMY ATTACKS? *A	2254
---	------

I WILL MISS MY LITTLE BOY WHEN HE GOES TO THE MANOR TO BECOME A PAGE. *B	2255
--	------

I,M SICK OF HEARING MY CHILDREN REFERRED TO AS MY LITTER. *A	2256
--	------

THE STUDENT WILL SHOW HIS KNOWLEDGE OF FEUDAL LIFE BY SELECTING FACTS *NOT* REPRESENTATIVE OF FEUDAL LIFE IN GIVEN SELECTIONS.%6	0446
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DIRECTIONS - SELECT THE ANSWER WHICH BEST COMPLETES THE STATEMENT.

A WOMAN OF NOBILITY DURING THE MIDDLE AGES WOULD HAVE PROBABLY DONE ALL OF THE FOLLOWING *EXCEPT*	2257
A. GIVE HER SCARF TO A KNIGHT AT THE TOURNAMENT.	2257
B. PARTICIPATE IN FALCONRY.	2257
*C. TAKE A BATH 3 TIMES A WEEK.	2257
D. LISTEN TO TROUBADORS.	2257

THE SERFS DID ALL OF THE FOLLOWING *EXCEPT*	2258
A. WORK HARD ON THE LAND.	2258
B. WORK AND SLEEP IN THE SAME ARTICLE OF CLOTHING.	2258

C. WORK FOR THE LORD WITHOUT WAGES.	2258
*D. JOIN THE RANKS OF KNIGHTHOOD.	2258
CASTLES WERE ALL OF THE FOLLOWING *EXCEPT*	2259
A. DRAFTY.	2259
*B. COMFORTABLE.	2259
C. DARK.	2259
D. DAMP.	2259
A PAGE DID ALL OF THE FOLLOWING *EXCEPT*	2260
A. RUN ERRANDS.	2260
B. BEGIN TRAINING AT AGE 7.	2260
C. LEARN GOOD MANNERS.	2260
*D. FOLLOW A KNIGHT INTO BATTLE.	2260
A KNIGHT PROBABLY DID ALL OF THE FOLLOWING *EXCEPT*	2261
*A. KILL DRAGONS.	2261
B. PARTICIPATE IN TOURNAMENTS.	2261
C. PRACTICE CHIVALRY.	2261
D. FIGHT KNIGHTS FROM OTHER MANORS.	2261
FEUDALISM WAS ALL OF THE FOLLOWING *EXCEPT*	2262
A. A FRAMEWORK FOR CO-OPERATION.	2262
B. A RELATIONSHIP BETWEEN WEAK AND STRONG.	2262
*C. A PERIOD OF PEACEFUL EXISTENCE.	2262
D. A SYSTEM WHICH WAS SUPPOSED TO CREATE ORDER.	2262

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
FACT AND OPINION STATEMENTS ABOUT THE MIDDLE AGES BY CLASSIFYING
EXAMPLES. %14# 0447

DIRECTIONS - DETERMINE WHETHER THE STATEMENTS BELOW ARE FACTS OR
OPINIONS. CIRCLE THE *A* FOR FACTS AND CIRCLE THE *B* FOR
OPINIONS.

THE NOBLES MADE MORE CONTRIBUTIONS THAN THE SERFS DURING THE
MIDDLE AGES. *B 2263

*ALL SERFS WERE TREATED POORLY. *B 2264

A BOY SOMETIMES BECAME A SQUIRE WHEN HE WAS 16. *A 2265

ALL KNIGHTS OBEYED THE CODE OF CHIVALRY. *B 2266

THE ROMAN CATHOLIC CHURCH WAS THE ONLY CHRISTIAN CHURCH IN
WESTERN EUROPE DURING THE MIDDLE AGES. *A 2267

ALL OF THE QUALITIES ABOUT THE INVADING BARBARIANS WERE
BAD. *B 2268

BENEDICT WAS *MORE* DEVOUT THAN ST. FRANCIS OF ASSISSI. *B 2269

AMERICANS WOULD ENJOY LIVING IN CASTLES. *B 2270

THE NOBLE LADIES WERE BEAUTIFUL. *B 2271

EVEN WITH PROPER TRAINING SERFS WOULD *NOT* HAVE MADE GOOD 2272

KNIGHTS. *B	2272
FEW FARMERS OWNED LAND DURING THE MIDDLE AGES. *A	2273
HAD BOTH RECEIVED THE SAME TRAINING. THE NOBLES, SONS WOULD HAVE BEEN BETTER KNIGHTS THAN THE SERFS, SONS. *B	2274 2274
NO BATTLE DURING THE MIDDLE AGES EVER ACCOMPLISHED ANY GOOD. *B	2275 2275
WILLIAM THE CONQUEROR WAS A BETTER LEADER THAN CHARLEMAGNE. *B	2276

FROM A GIVEN LIST STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF MEDIEVAL TERMS BY IDENTIFYING WHICH PAIRS ARE RELATED OR UNRELATED. %24□	0449
DIRECTIONS - IN THE BLANK BEFORE THE NUMBER, WRITE *A* IF THE TWO ITEMS ARE RELATED AND *B* IF THEY ARE NOT.	0113
NORSEMEN - SCANDINAVIA *A	2284
NINTH CENTURY - HAPPY YEARS *B	2285
FEUDALISM - CENTRAL GOVERNMENT *B	2286
SERFS - THOSE WHO SERVED *A	2287
VILLAGE PRIESTS - BAPTIZING *A	2288
BISHOPS - BURYING VILLAGERS *B	2289
MONASTERIES - HELP TO THE POOR *A	2290
MIDDLE AGES - EDUCATION FOR ALL *B	2291
VASSALS - HOMAGE *A	2292
MIDDLE AGES - 500-1500 A. D. %APPROXIMATELY□ *A	2293
SERF - COULD BE BOUGHT AND SOLD *B	2294
DARK AGES - LAST PART OF MIDDLE AGES *B	2295
SERF - CLEANLINESS *B	2296
PRIESTS - CONTROL OVER BISHOPS *B	2297
EARLY MIDDLE AGES - BARBARIC INVADERS *A	2298
CHARLES THE HAMMER - FRANK *A	2299
CHARLEMAGNE - RESPECT FOR LEARNING *A	2300
FIEF - LAND *A	2301
SERF - BELONGED TO THE LAND *A	2302
SERF - POOR DIET *A	2303

SQUIRE - A STEP TOWARD KNIGHTHOOD *A	2304
JOUSTING - TOURNAMENT *A	2305
KINGS - POWERFUL RULERS *B	2306
PAGE - 7 YEARS *A	2307

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FEUDAL TIMES BY IDENTIFYING CORRECT STATEMENTS FROM GIVEN LISTS. %14	0452
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DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

A SERF MIGHT WISH TO JOIN A CRUSADE FOR ALL OF THE FOLLOWING REASONS *EXCEPT*	2320
A. PERFORM A DUTY FOR GOD.	2320
B. GET AWAY FROM HIS MASTER.	2320
*C. RETURN TO THE MANOR AFTERWARDS.	2320
D. SEE NEW LANDS.	2320

EACH MAN WHO RECEIVED LAND FROM A LORD WAS CALLED A/AN	2321
A. TENANT.	2321
B. FIEF.	2321
*C. VASSAL.	2321
D. FEUD.	2321

THE FEUDAL PERIOD WAS A TIME OF ALL OF THE FOLLOWING *EXCEPT*	2322
A. WEAK KINGS.	2322
B. DISORDER.	2322
C. COOPERATION BETWEEN WEAK AND STRONG.	2322
*D. EDUCATIONAL ADVANCEMENT.	2322

SHORTLY BEFORE A SQUIRE BECAME A KNIGHT HE HAD TO DO ALL OF THE FOLLOWING *EXCEPT*	2323
A. TAKE A BATH.	2323
B. WEAR SPECIAL CLOTHING.	2323
*C. GO TO BED EARLY.	2323
D. UNDERSTAND THE CODE OF CHIVALRY.	2323

BEFORE A MAN WAS GRANTED LAND HE HAD TO DO ALL OF THE FOLLOWING *EXCEPT*	2324
A. PAY HOMAGE TO HIS LORD.	2324
B. PROMISE TO FIGHT FOR THE LORD.	2324
C. RECEIVE A TOKEN OF THE NEW RELATIONSHIP.	2324
*D. PRAY ALL NIGHT.	2324

THE LORD OF THE MANOR HAD TO BE ABLE TO DO ONLY *ONE* OF THE FOLLOWING	2325
*A. RIDE A HORSE.	2325
B. READ BOOKS.	2325
C. REPAIR THE CASTLE WALLS.	2325
D. INSTIGATE BATTLES.	2325

THE TWO CLASSES OF TENANTS DURING THE MIDDLE AGES WERE	2326
A. SLAVES AND SERFS.	2326
B. FREEMEN AND SLAVES.	2326
*C. FREEMEN AND SERFS.	2326

D. SERFS AND FEUDS.	2326
A PRIEST DID ALL OF THE FOLLOWING *EXCEPT*	2327
A. BAPTIZE VILLAGERS.	2327
B. BURY VILLAGERS.	2327
C. GIVE SERMONS.	2327
*D. PRESIDE OVER BISHOPS.	2327
THE PLACE OF WORSHIP WHICH A BISHOP PRESIDED OVER WAS A	2328
A. MONASTERY.	2328
B. MEETING HOUSE.	2328
*C. CATHEDRAL.	2328
D. CHAPEL.	2328
DURING THE MIDDLE AGES THOSE WHO COULD READ WERE USUALLY	2329
A. SERFS.	2329
B. LORDS.	2329
*C. PRIESTS.	2329
D. FREEMEN.	2329
BIBLES IN THE MIDDLE AGES WERE ALL OF THE FOLLOWING *EXCEPT*	2330
A. COSTLY.	2330
B. MADE BY HAND.	2330
*C. AVAILABLE TO ALL.	2330
D. CHAINED IN THE SANCTUARY.	2330
AT THE SAME TIME A MAN COULD BE BOTH A	2331
A. SERF AND FREEMAN.	2331
B. LORD AND TENANT.	2331
C. FREEMAN AND KNIGHT.	2331
*D. LORD AND VASSAL.	2331
THE MEASURE OF A MAN'S WEALTH IN THE MIDDLE AGES WAS IN	2332
A. MONEY.	2332
*B. LAND.	2332
C. BUILDINGS.	2332
D. VASSALS.	2332
WHICH OF THE FOLLOWING DID *NOT* HELP BRING AN END TO FEUDALISM	2333
A. CRUSADES	2333
*B. WEAK KINGS	2333
C. GROWTH OF CITIES	2333
D. BLACK DEATH	2333

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE RELATIONSHIPS ABOUT THE MIDDLE AGES BY IDENTIFYING THE PHRASE THAT REFLECTS A GIVEN RELATIONSHIP. %50 0450

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

A BISHOP WAS TO A PRIEST AS A	2308
A. SERF WAS TO A LORD.	2308
B. LORD WAS TO THE POPE.	2308
*C. PAGE WAS TO A KNIGHT.	2308
D. LORD WAS TO A VASSAL.	2308

THE POPE WAS TO A PRIEST AS A	2309
*A. KNIGHT WAS TO A PAGE.	2309

B. PRIEST WAS TO A BISHOP.	2309
C. LORD WAS TO A VASSAL.	2309
D. KNIGHT WAS TO A SQUIRE.	2309

A SQUIRE WAS TO A PAGE AS A	2310
A. SERF WAS TO A LORD.	2310
*B. BISHOP WAS TO A PRIEST.	2310
C. POPE WAS TO A PRIEST.	2310
D. PRIEST WAS TO A BISHOP.	2310

WILLIAM THE CONQUEROR WAS TO THE ENGLISH AS	2311
A. CHARLEMAGNE WAS TO THE FRANKS.	2311
B. KING ALFRED WAS TO THE DANES.	2311
*C. CHARLES THE HAMMER WAS TO THE MOSLEMS.	2311
D. POPE URBAN WAS TO THE CRUSADERS.	2311

THE CODE OF CHIVALRY WAS TO A KNIGHT AS A	2312
A. FIEF WAS TO A FEUD.	2312
B. LANCE WAS TO A PAGE.	2312
C. JOUST WAS TO A SQUIRE.	2312
*D. BIBLE WAS TO A MONK.	2312

THE STUDENT WILL APPLY HIS UNDERSTANDING THAT SPECIALIZATION LEADS TO INTERDEPENDENCE BY SELECTING PHRASES WHICH ARE COMMON AND/OR UNCOMMON TO BOTH A CITY IN THE MIDDLE AGES AND A CITY TODAY. %11□	0034
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LOOK AT THE FOLLOWING NEWSPAPER HEADLINES. DECIDE IF THE HEADLINE
COULD HAVE APPEARED IN A MIDDLE AGE CITY NEWSPAPER, A CHICAGO
SUBURBAN NEWSPAPER, OR BOTH. SELECT

A. FOR A MIDDLE AGE CITY NEWSPAPER.
B. FOR A CHICAGO SUBURBAN NEWSPAPER.
C. FOR BOTH.

1,420 DIE OF FEVER *A	1708
GRADUATING CLASS NUMBERS 870 *B	1709
PARK BOARD MEETS TONIGHT *B	1710
CENSUS SHOWS POPULATION INCREASE *C	1711
STRIKE THREAT BY EMPLOYEES *B	1712
SEWER BOND ISSUE PASSES *B	1713
TOURNAMENT BEGINS TODAY *C	1714
GUILD LOWERS PRICES *A	1715
TOLL RATES INCREASED *B	1716
HIGHWAY DEPARTMENT PLAN NEW ROUTE *B	1717
FAIR TO BEGIN SATURDAY *C	1718

GIVEN A LIST OF NAMES OF PEOPLE IN THE MIDDLE AGES, THE STUDENT WILL BE ABLE TO RECALL THE OCCUPATION OF THE PERSON BY MATCHING THE NAME TO THE CORRECT OCCUPATION. %711

0035

FOR EACH OCCUPATION LISTED SELECT THE PERSON FROM THE LIST BELOW WHO BEST MATCHES THE JOB DESCRIPTION.

- A. GUTENBERG
- B. GALILEO
- C. MICHELANGELO
- D. MONK
- F. CRUSADER
- F. MASTER
- G. APPRENTICE
- H. PAGE
- I. SQUIRE
- J. SERF

PERSON LEARNING A TRADE *G	1719
PAINTER *C	1720
FARMER *J	1721
PRINTER *A	1722
MAN DEVOTED TO HOLY LIFE *D	1723
ASTRONOMER *B	1724
SKILLED WORKMAN WHO COULD WORK INDEPENDENTLY *F	1725

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %1011

0352

DIRECTIONS - ASSUMING THAT THE INFORMATION BELOW IS TRUE, IT IS POSSIBLE TO ESTABLISH OTHER FACTS USING THE ONES IN THIS PARAGRAPH AS A BASIS FOR REASONING. THIS IS CALLED DRAWING INFERENCES. THERE IS, OF COURSE, A LIMIT TO THE NUMBER OR KINDS OF FACTS WHICH MAY BE PROPERLY INFERRED FROM ANY STATEMENT.

0065

USE ONE OF THE FOLLOWING SYMBOLS IN THE SPACE PROVIDED.

- A - IF THE STATEMENT MAY BE INFERRED AS *TRUE*
- B - IF THE STATEMENT MAY BE INFERRED AS *FALSE*
- C - IF NO INFERENCE CAN BE DRAWN ABOUT IT FROM THE PARAGRAPH

USE ONLY THE INFORMATION GIVEN IN THE PARAGRAPH AS A BASIS FOR YOUR RESPONSE.

PARAGRAPH 2435

BY THE CLOSE OF THE THIRTEENTH CENTURY THERE WERE SEVERAL FAMOUS UNIVERSITIES ESTABLISHED IN EUROPE, THOUGH OF COURSE THEY WERE VERY DIFFERENT FROM MODERN ONES. ONE OF THE EARLIEST TO BE FOUNDED WAS ONE OF THE MOST WIDELY KNOWN. THIS WAS THE UNIVERSITY OF BOLOGNA, WHERE STUDENTS FROM ALL COUNTRIES CAME WHO WISHED TO

2435
2435
2435
2435
2435
2435

HAVE THE BEST TRAINING IN STUDYING ROMAN LAW. STUDENTS ESPECIALLY
INTERESTED IN PHILOSOPHY AND THEOLOGY WENT TO THE UNIVERSITY OF
PARIS. THOSE WHO WISHED TO STUDY MEDICINE WENT TO THE
UNIVERSITIES OF MONTPELIER OR SALERNO. 2435
2435
2435
2435
2435

THERE WERE LAWSUITS BETWEEN PEOPLE OCCASIONALLY IN THOSE
DAYS. *A 2435
2435

THE PROFESSORS WERE POORLY PAID. *C 2436

IN THE MIDDLE AGES PEOPLE WERE *NOT* INTERESTED IN GETTING AN
EDUCATION. *B 2437
2437

THERE WERE BOOKS IN EUROPE AT THAT TIME. *A 2438

MOST OF THE TEACHING IN THESE MEDIEVAL UNIVERSITIES WAS VERY
POOR. *C 2439
2439

THERE WERE *NO* DOCTORS IN EUROPE AT THIS TIME. *B 2440

THERE WAS *NO* WAY TO TRAVEL DURING THE MIDDLE AGES. *B 2441

IF A STUDENT WANTED TO BE A PRIEST, HE WOULD PROBABLY ATTEND
THE UNIVERSITY OF PARIS. *A 2442
2442

THERE WERE *NO* UNIVERSITIES IN EUROPE BEFORE THE THIRTEENTH
CENTURY. *C 2443
2443

THERE WAS ONLY ONE LANGUAGE IN EUROPE AT THIS TIME. *C 2444

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS
THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION
OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT
INFORMATION. %6 0308

DIRECTIONS - YOU HAVE BEEN ASSIGNED THE TOPIC, THE RISE OF THE
MIDDLE CLASS IN EUROPE. READ THE FOLLOWING PARAGRAPHS AND SEE
WHICH ONES HELP WITH YOUR REPORT. CIRCLE *A* IF THE PARAGRAPH
HELPS, CIRCLE *B* IF THE PARAGRAPH DOES NOT HELP. 0235

MOST EUROPEAN PEOPLE OF THAT DAY BELIEVED IN THE TEACHING OF THE
ROMAN CATHOLIC CHURCH. THE POPE WAS THOUGHT OF AS THE SPIRITUAL
RULER OF ALL WESTERN EUROPE. EVEN THE KINGS OF EUROPE WERE
OBLIGED TO ACCEPT HIS DECISIONS. 2687
2687
2687

A. THIS PARAGRAPH HELPS. 2687

*B. THIS PARAGRAPH DOES NOT HELP. 2687

IN TIME SOME CASTLES DEVELOPED INTO COMMUNITIES CALLED CASTLE
TOWNS. EACH CASTLE TOWN NEEDED MEN TO DO SPECIAL JOBS, SUCH AS
MAKING SHOES OR CLOTHES. A MAN OR TWO WAS NEEDED TO MAKE ARMOR
AND WEAPONS. AS TIME PASSED, SOME OF THESE MEN WHO MADE THINGS
FOR OTHERS OPENED LITTLE SHOPS IN THE FRONT ROOMS OF THEIR
HOUSES. IN THIS WAY THEY BECAME MERCHANTS AS WELL AS CRAFTSMEN. 2688
2688
2688
2688
2688

*A. THIS PARAGRAPH HELPS. 2688

B. THIS PARAGRAPH DOES NOT HELP. 2688

DURING THE EARLY MIDDLE AGES THERE WERE TWO CLASSES OF PEOPLE IN
EUROPE. THE NOBLES, OR RICH MEN, AND THE PEASANTS, OR POOR
PEOPLE. THE NOBLES LIVED IN CASTLES AND OWNED THE LAND. WHEN A 2689
2689
2689

NOBLE DIED. HIS LAND AND CASTLE PASSED INTACT TO HIS OLDEST SON. 2689
 SINCE THE OTHER SONS DID NOT INHERIT THEIR FATHERS PROPERTY, THEY 2689
 STAYED IN THEIR CLASS BY GETTING THEMSELVES APPOINTED TO MILITARY 2689
 OR CHURCH OFFICES OR BY MARRYING THE DAUGHTERS OF NOBLES. 2689
 A. THIS PARAGRAPH HELPS. 2689
 *B. THIS PARAGRAPH DOES NOT HELP. 2689

AS THEIR BUSINESSES GREW, THE BEST CRAFTSMEN WERE ALLOWED TO 2690
 TRAIN APPRENTICES AND SO MAKE MORE GOODS TO SELL. BESIDES 2690
 SUPPLYING THEIR FELLOW TOWNSMEN WITH SHOES OR CLOTH OR ARMOR, 2690
 THEY OFTEN MADE SOME TO TRADE FOR OTHER GOODS THEY WANTED. IN 2690
 THIS WAY THERE GREW UP A MERCHANT CLASS. IT WAS FROM THIS GROUP 2690
 THAT TRADERS CAME TO VENICE AND GENOA TO BUY THE GOODS OF THE FAR 2690
 EAST FOR THE CASTLE TOWNS. WITH THEM THEY BROUGHT WOOLEN CLOTH 2690
 FOR RESALE IN THE EAST. 2690
 *A. THIS PARAGRAPH HELPS. 2690
 B. THIS PARAGRAPH DOES NOT HELP. 2690

THE MIDDLE AGES 500-1500 WAS A PERIOD OF IGNORANCE AND 2691
 SUPERSTITION. VERY FEW PEOPLE EXCEPT THE CLERGY WERE EDUCATED. 2691
 PEOPLE WERE WILLING TO BELIEVE FANTASTIC THINGS, EVEN TO THE 2691
 EXISTENCE OF GIANTS, DRAGONS, AND TWO HEADED CREATURES. MANY WERE 2691
 CONVINCED THAT THE WORLD WAS FLAT AND THAT A SHIP WHICH SAILED 2691
 OVER THE EDGE WOULD FALL OFF. 2691
 A. THIS PARAGRAPH HELPS. 2691
 *B. THIS PARAGRAPH DOES NOT HELP. 2691

AS MERCHANTS AND TRADERS MADE MONEY AND IMPROVED THEIR 2692
 CONDITION, THEY GRADUALLY FORMED A THIRD SOCIAL CLASS. THE 2692
 NOBLES, BORN INTO THEIR CLASS, LOOKED DOWN UPON THE MERCHANTS, 2692
 WHILE THE SERFS LOOKED UP TO THEM. ANYONE WITH INTELLIGENCE AND 2692
 THE WILL TO WORK COULD RISE TO AN IMPORTANT PLACE IN THE 2692
 MERCHANT CLASS, NO MATTER HOW LOWLY HIS BIRTH... IT IS IMPORTANT 2692
 TO NOTE THAT THE MERCHANTS WEALTH WAS IN MONEY, DOCKS, WAREHOUSES 2692
 AND EQUIPMENT AND NOT IN LAND. BY THE 1400'S THE POSSESSION OF 2692
 MONEY MADE A MAN ALMOST AS IMPORTANT AS THE POSSESSION OF LAND 2692
 AND A TITLE. 2692
 *A. THIS PARAGRAPH HELPS. 2692
 B. THIS PARAGRAPH DOES NOT HELP. 2692

GIVEN A LIST OF HISTORICAL EVENTS, THE STUDENT WILL DEMONSTRATE 0036
 AN UNDERSTANDING OF CHRONOLOGY BY PLACING THE EVENTS IN THE
 CORRECT POSITION ON A TIME LINE. %16

FOR EACH EVENT SELECT

- A. IF THE EVENT OCCURRED DURING THE B.C. YEARS.
- B. IF THE EVENT OCCURRED BETWEEN 1 A.D. AND 1000 A.D.
- C. IF THE EVENT OCCURRED BETWEEN 1000 A.D. AND 1700 A.D.
- D. IF THE EVENT OCCURRED AFTER 1800 A.D.

CRUSADES BEGIN *C 1726

ROMAN EMPIRE FALLS *B 1727

NEW STONE AGE BEGINS *A 1728

RENAISSANCE ENDS *C 1729

MICROSLYPHIC WRITING FIRST USED *A	1730
ROMANS CONQUER EGYPT *A	1731
OLYMPIC GAMES BEGIN *A	1732
GREAT PYRAMID BUILT *A	1733
PRINTING PRESS INVENTED BY GUTENBERG *C	1734
ROMANS CONQUER GREECE *A	1735
MIDDLE AGES END *C	1736
MOSLEMS CONQUER HOLY LAND *C	1737
GUILDS FIRST FORMED *C	1738
ATHENIANS DEFEAT PERSIANS AT MARATHON *A	1739
EXPLORERS COME TO AMERICA *C	1740
MANOR SYSTEM BEGINS *C	1741

D. AMERICAN HISTORY

1. INDIANS

THE STUDENT WILL SHOW HIS RECOGNITION OF THE THEORY THAT THE FIRST AMERICAN INDIANS PROBABLY CAME FROM ASIA BY CORRECTLY SELECTING IT FROM A LIST OF ALTERNATIVES. %10 0005

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

MOST MODERN SCIENTISTS THINK THAT THE FIRST AMERICAN INDIANS ORIGINATED AS 2300009

A. NATIVE INHABITANTS OF SOUTH OF THE ARCTIC CIRCLE. 0009

B. DESCENDANTS OF THE TRIBES OF LOST ATLANTIS. 0009

C. IMMIGRANTS FROM THE POTOMIC KINGDOM OF ANCIENT EGYPT.

*D. ROVING BANDS OF ASIANS WHO CROSSED THE BERING STRAITS INTO ALASKA. 2300009

2. EARLY EXPLORATIONS

THE STUDENT CAN RECOGNIZE THE RELATIONSHIP BETWEEN SCIENTIFIC DISCOVERIES AND THE CHANGES IN IDEAS AND CONVICTIONS OF THE PEOPLE LIVING DURING THOSE TIMES BY SELECTING THE MOST LIKELY 0212

RELATIONSHIP FROM GIVEN ALTERNATIVES. %6d

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHICH OF THE FOLLOWING HELPED TO CHANGE SOME OF THE IDEAS OF EARLY MAN?

2300785

- A. STAYING WITHIN HIS OWN COMMUNITY
- *B. TRAVELING BEYOND HIS OWN AREA OF LAND
- C. READING BOOKS THAT HAD BEEN WRITTEN
- D. RECEIVING LETTERS FROM FOREIGN LANDS

2300789

2300789

2300789

2300789

2300789

WHAT WAS AN IMPORTANT INFLUENCE IN CHANGING EARLY MAN'S IDEAS AND BELIEFS?

2300791

2300791

- *A. LEARNING ABOUT NEW AND DIFFERENT PLACES AND PEOPLE
- B. MOVING TO A NEIGHBORING VILLAGE
- C. TALKING WITH OTHERS WHO HAD SIMILAR IDEAS
- D. BEING TOLD THE EARTH WAS FLAT

2300791

2300791

2300791

2300791

2300791

WHAT SCIENTIFIC DISCOVERIES INFLUENCED MAN'S IDEAS OF THE KNOWN WORLD?

2300792

- *A. WATER CLOCK
- B. GUNPOWDER
- *C. COMPASS
- D. COTTON GIN

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WHAT CHANGES DEVELOPED IN EARLY RECORDED HISTORY AS A RESULT OF MAN'S EXPLORATIONS AND TRAVELS?

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- *A. MAPMAKERS EXTENDED THEIR MAPS WITH NEW KNOWLEDGE.
- B. PEOPLE FROM CHINA CAME TO LIVE IN ITALY.
- C. CHILDREN WENT TO SCHOOL TO LEARN ABOUT THE NEW IDEAS OF THE WORLD.
- D. MANY PEOPLE WERE EAGER TO MOVE TO THE NEW WORLD TO LIVE.

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WHY DID IT TAKE SO LONG FOR THE PEOPLE OF EUROPE TO CHANGE THEIR IDEAS?

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- A. THEY DID NOT LISTEN TO THE STORIES OF TRAVELERS.
- B. THEIR LEADERS TOLD THEM WHAT TO BELIEVE.
- *C. THEY LIVED A SIMPLE LIFE AND ONLY TOOK CARE OF THEIR BASIC NEEDS.
- D. THEY DIDN'T SEE THE NEED FOR TRAVEL TO DISTANT PLACES.

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THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %9d

0308

DIRECTIONS - YOU ARE TRYING TO LEARN WHAT COLUMBUS BELIEVED ABOUT THE SHAPE AND SIZE OF THE EARTH. BELOW ARE SENTENCES FOR YOU TO READ. CIRCLE *A* IF THE SENTENCE PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CIRCLE *B* IF THE INFORMATION IS NOT USEFUL.

0231

THE ANCIENT EGYPTIANS THOUGHT OF THE EARTH AS A GREAT ORB LONG BOX.

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- A. HELPFUL
- *B. NOT HELPFUL

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COLUMBUS WAS NOT THE ONLY EDUCATED MAN TO BELIEVE THE EARTH WAS

2664

ROUND LIKE A BALL.

- *A. HELPFUL
- B. NOT HELPFUL

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THE GREAT MISTAKE COLUMBUS MADE WAS IN RELIEVING THE EARTH TO BE SMALLER THAN IT IS.

- *A. HELPFUL
- B. NOT HELPFUL

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SOME PEOPLE PICTURED THE EARTH AS A LARGE DISC FLOATING ON ENDLESS WATERS.

- A. HELPFUL
- *B. NOT HELPFUL

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COLUMBUS DIDN'T KNOW THERE WAS A VAST CONTINENT WHICH WOULD BAR THE WAY TO THE EAST INDIES.

- *A. HELPFUL
- B. NOT HELPFUL

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TWO THOUSAND YEARS BEFORE COLUMBUS THE GREEK SCHOLAR PYTHAGORAS SAID THE EARTH WAS BALL SHAPED.

- A. HELPFUL
- *B. NOT HELPFUL

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THE COMPASS WAS THE MOST IMPORTANT INSTRUMENT COLUMBUS HAD WITH HIM.

- A. HELPFUL
- *B. NOT HELPFUL

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NINETY MEN SAILED WITH COLUMBUS IN THREE SMALL SHIPS.

- A. HELPFUL
- *B. NOT HELPFUL

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WHICH OF THE FOLLOWING THREE STATEMENTS TELLS BEST WHAT YOU WERE READING TO FIND OUT?

- A. THE VOYAGE OF COLUMBUS
- *B. WHAT COLUMBUS THOUGHT ABOUT THE EARTH'S SHAPE
- C. IS THE EARTH ROUND OR FLAT?

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF EARLY EXPLORERS, BOTH FRENCH AND ENGLISH, BY MATCHING NAMES WITH ACCOMPLISHMENTS.

0038

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MATCH THE CORRECT EXPLORER WITH HIS ACCOMPLISHMENT.

- A. SAMUEL DE CHAMPLAIN
- B. HENRY HUDSON
- C. CHRISTOPHER COLUMBUS
- D. AMERIGO VESPUCCI
- E. JOHN CAROT
- F. VASCO BALBOA
- G. RADISSON AND GROSEILLERS
- H. JACQUES CARTIER
- I. ROBERT DE LA SALLE
- J. MARQUETTE AND JOLIET

DISCOVERED HUDSON BAY *B

1762

REACHED THE MOUTH OF THE MISSISSIPPI RIVER *I	1763
SAILED UP THE ST. LAWRENCE *H	1764
AN EXPLORER AND A PRIEST *J	1765
THE FATHER OF CANADA *A	1766
CLAIMED NEWFOUNDLAND FOR ENGLAND *E	1767
DISCOVERED AMERICA 1492 *C	1768
FOUNDED HUDSON BAY CO. *G	1769

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE EXPLORERS OF GIVEN COUNTRIES BY DESIGNATING THEIR REASONS FOR EXPLORATIONS WESTWARD BY MATCHING THEM CORRECTLY WITH THEIR DISCOVERY. %22#	0214
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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ACCORDING TO HISTORIANS, THE VIKINGS SAILED WESTWARD ON THE ATLANTIC OCEAN LONG BEFORE OTHER EUROPEANS DARED TO DO SO.	2300815
WHAT WAS THE REASON THEY FIRST VENTURED WEST?	2300815
A. THEY WANTED TO FIND NEW LAND FOR THEIR COUNTRY.	2300815
B. LEIF ERICSON DARED HIS PEOPLE TO SAIL THE UNKNOWN SEA.	2300815
*C. ERIC THE RED WAS EXILED FOR A CRIME HE HAD COMMITTED.	2300815
D. THEIR LEADER DIRECTED AN EXPEDITION TO PLUNDER MORE LANDS.	2300815

THE VIKINGS BUILT HOMES ON THE FIRST LAND THEY REACHED IN THE NORTH ATLANTIC. WHERE WAS THIS?	2300816
A. COAST OF NORTH AMERICA	2300816
*B. GREENLAND	2300816
C. ICELAND	2300816
D. ALASKA	2300816

WHO WAS PROBABLY THE FIRST EUROPEAN TO LAND ON THE NORTH AMERICAN CONTINENT?	0817
A. AMERIGOS VESPUCCI	2300817
B. CHRISTOPHER COLUMBUS	2300817
C. MARCO POLO	2300817
*D. LEIF ERICSON	2300817

WHY DID THE KINGS OF EUROPE SEND EXPLORERS WESTWARD TO LOOK FOR A NEW ROUTE TO THE SPICE ISLANDS?	2300818
*A. THE ITALIAN MERCHANTS CONTROLLED THE ROUTES THROUGH THE MEDITERRANEAN SEA AND REFUSED TO SHARE THEM.	2300818
B. THE RULERS OF EUROPE KNEW THERE WAS A SHORTER ROUTE THAT WOULD BE LESS EXPENSIVE.	2300818
C. THEY COULD NOT GET ANYONE TO GO SOUTHWARD ACROSS THE EQUATOR.	2300818
D. ALL OTHER ROUTES WERE TOO DANGEROUS FOR THEIR MERCHANTS TO TRAVEL.	2300818

WHY WAS PRINCE HENRY SO IMPORTANT TO THE PERIOD OF EXPLORATION IN HISTORY?	2300819
A. HE ENCOURAGED EXPLORATION.	2300819
*B. HE ENCOURAGED THE STUDY OF MAPS AND THE SCIENTIFIC	2300819

DEVELOPMENT OF NAVIGATION.	2300819
C. HE SENT OUT AN EXPEDITION TO SAIL AROUND AFRICA.	2300819
D. HE SET UP A SCHOOL FOR MAPMAKERS.	2300819
WHO WERE THE FIRST TO SAIL AROUND THE SOUTHERN TIP OF AFRICA?	2300820
A. SPANISH SAILORS	2300820
B. ENGLISH COLONISTS	2300820
C. PORTUGUESE SAILORS	2300820
D. VIKING SEAMEN	2300820
WHY DID COLUMBUS GO TO PORTUGAL TO STUDY NAVIGATION?	2300822
A. HIS FATHER HAD TAUGHT AS MUCH AS HE KNEW ABOUT BOATS.	2300822
*B. HE WANTED TO BE ABLE TO SAIL THE VAST UNKNOWN SEA.	2300822
C. HE HAD WATCHED SHIPS IN GENOA AND WANTED TO LEARN TO SAIL.	2300822
D. SAILORS RETURNING FROM SEA VOYAGES COULDN'T TEACH HIM.	2300822
COLUMBUS HAD DIFFICULTY GETTING THE NECESSARY FUNDS AND BACKING FROM RULERS OF A COUNTRY SO THAT HE COULD PROVE HIS IDEAS THAT THE EARTH WAS ROUND. WHO FINALLY CONSENTED TO GIVING HIM THE SHIPS?	2300823
A. KING OF ENGLAND	2300823
B. MERCHANTS OF ITALY	2300823
C. KING OF PORTUGAL	2300823
*D. KING AND QUEEN OF SPAIN	2300823
WHAT LANDS DID COLUMBUS REACH WHEN HE THOUGHT HE HAD COME TO THE SPICE ISLANDS?	2300824
*A. WEST INDIES	2300824
B. EAST COAST OF FLORIDA	2300824
C. CAPE COD	2300824
D. NORTHERN COAST OF SOUTH AMERICA	2300824
WHAT EXPLORER, SAILING FOR SPAIN, FOUNDED A COLONY ON THE Isthmus of PANAMA?	2300825
A. COLUMBUS	2300825
B. MAGELLAN	2300825
*C. BALBOA	2300825
D. CARTIER	2300825
WHEN MAGELLAN SAILED WESTWARD FOR SPAIN, HE SAILED TO THE SOUTHERN TIP OF SOUTH AMERICA BECAUSE	2300826
*A. HE WAS CERTAIN THERE WAS AN ALL WATERWAY AROUND THE WORLD.	2300826
B. BALBOA HAD SAILED THROUGH THE STRAITS THERE BEFORE HIM.	2300826
C. THE PASSAGE THROUGH THE NORTHERN AREA WAS FROZEN.	2300826
D. THE ENGLISH AND FRENCH GUARDED THE COASTS OF NORTH AMERICA.	2300826
WHAT SPANIARD BECAME GOVERNOR OF FLORIDA WHEN HE HAD GIVEN SPAIN A CLAIM TO THIS LAND IN NORTH AMERICA?	2300827
A. MAGELLAN	2300827
*B. PONCE DE LEON	2300827
C. COLUMBUS	2300827
D. BALBOA	2300827
WHAT SPANIARD WENT INTO MEXICO FROM CUBA TO FIND THE WONDERFUL AZTEC CITY?	2300828
A. PIZARRO	2300828
*B. CORTEZ	2300828
C. DE SOTO	2300828
D. CORONADO	2300828
WHAT PEOPLE OF EUROPE WERE THE FIRST TO SETTLE IN THE NEW WORLD?	2300829

A. ENGLISH	2300829
B. ITALIAN	2300829
*C. SPANISH	2300829
D. FRENCH	2300829
AFTER THE DISCOVERY OF AMERICA WHY DID THE COUNTRIES OF EUROPE CONTINUE TO LOOK FOR A PASSAGEWAY THROUGH THE NORTH AMERICAN CONTINENT?	2300830
A. THEY WANTED TO BUILD A SETTLEMENT INLAND.	2300830
B. THEY HOPED TO FIND RICHES IN THE ROCKY MOUNTAINS.	2300830
*C. THEY WANTED TO REACH THE FAR EAST.	2300830
D. THEY THOUGHT THE CONTINENT WAS SMALL ENOUGH TO CROSS BY RIVER.	2300830
NOT LONG AFTER COLUMBUS, FIRST VOYAGE WEST, ENGLAND SENT AN EXPEDITION TO FIND CATHAY *CHINA. WHO LED THIS EXPEDITION FOR ENGLAND?	2300831
A. WILLIAM PENN	2300831
B. JOHN SMITH	2300831
C. SIR WATER RALEIGH	2300831
*D. JOHN CAROT	2300831
BOTH FRANCE AND ENGLAND SENT EXPLORERS TO THE NORTH AMERICAN CONTINENT TO FIND THE NORTHWEST PASSAGE. THEY BELIEVED THERE WAS	2300832
A. A LAND ROUTE ACROSS THE CONTINENT THAT WOULD BE A SHORT CUT TO THE PACIFIC OCEAN.	2300832
*B. AN ALL-WATER ROUTE THROUGH THE CONTINENT THAT WOULD LEAD TO THE SPICE ISLANDS.	2300832
C. A SHORT CUT TO THE MISSISSIPPI RIVER.	2300832
D. A LAND AND WATER ROUTE TO THE NORTHWEST SECTION OF THE CONTINENT.	2300832
WHEN FRANCE SENT JACQUE CARTIER ON HIS FIRST EXPEDITION TO LOOK FOR THE NORTHWEST PASSAGE, WHAT OTHER TASK WAS HE TO DO FOR FRANCE WHILE IN THE NEW WORLD?	2300833
*A. EXPLORE THE COAST AND THE COUNTRY.	2300833
B. SET UP A FUR TRADING POST.	2300833
C. TEACH RELIGION TO THE INDIANS.	2300833
D. BUILD A SETTLEMENT.	833
WHEN JOHN CAROT CLAIMED THE NORTHEASTERN COAST OF NORTH AMERICA, WHAT WAS ENGLAND'S *MAIN* INTEREST IN THIS LAND?	2300834
A. TO ESTABLISH COLONIES THERE	2300834
*B. TO FISH IN THE RICH FISHING GROUNDS	2300834
C. TO KEEP THE COASTS FOR INLAND EXPEDITIONS	2300834
D. TO FIND GOLD AND RICHES	2300834
THE CLAIMS THAT FRANCE MADE TO TERRITORY IN THE NEW WORLD WERE FIRST HELD FOR	2300835
*A. FUR TRADERS.	2300835
B. SETTLERS.	2300835
C. EXPLORERS.	2300835
D. MISSIONARIES.	2300835
THE ADVENTURES OF SAMUEL DE CHAMPLAIN EXTENDED FRANCE'S EARLY CLAIMS IN THE NEW WORLD FROM	2300836
*A. NEWFOUNDLAND INLAND TO THE GREAT LAKES.	2300836
B. ST. AUGUSTINE TO THE SETTLEMENT OF NEW AMSTERDAM.	2300836
C. NEW ORLEANS NORTHWARD ON THE MISSISSIPPI RIVER TO THE MISSOURI RIVER.	2300836

D. NEWFOUNDLAND WESTWARD TO THE HUDSON BAY REGION.	2300836
WHO WERE THE TWO FRENCH EXPLORERS WHO PADDLED ALONG THE SHORES OF THE GREAT LAKES AND DOWN THE MISSISSIPPI RIVER?	2300837
A. CAROT AND CARTIER	2300837
B. VEROZANO AND DE SOTO	2300837
*C. MARQUETTE AND JOLIEF	2300837
D. LA SALLE AND CHAMPLAIN	2300837

THE STUDENT WILL BE ABLE TO DESCRIBE WHY THE COUNTRIES AND
PEOPLE OF EUROPE WISHED TO EXPLORE THE NEW WORLD BY CHOOSING A
REASON FROM A GIVEN LIST. #7

MATCH THE PERSON WITH ONE OF THE REASONS AS TO WHY HE CAME TO THE NEW WORLD.	2301914
	2301914

JOHN SMITH	2301914
A. TO CLAIM NEW LANDS FOR FRANCE	2301914
*B. TO HELP THE ENGLISH ESTABLISH A COLONY	2301914
C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS	2301914
D. TO ESTABLISH A FRENCH COLONY IN CANADA	2301914
E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST	2301914

WILLIAM PENN	2301915
A. TO CLAIM NEW LANDS FOR FRANCE	2301915
B. TO HELP THE ENGLISH ESTABLISH A COLONY	2301915
*C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS	2301915
D. TO ESTABLISH A FRENCH COLONY IN CANADA	2301915
E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST	2301915

JACQUES CARTIER	2301916
*A. TO CLAIM NEW LANDS FOR FRANCE	2301916
B. TO HELP THE ENGLISH ESTABLISH A COLONY	2301916
C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS	2301916
D. TO ESTABLISH A FRENCH COLONY IN CANADA	2301916
E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST	2301916

SAMUEL DE CHAMPLAIN	1917
A. TO CLAIM NEW LANDS FOR FRANCE	2301917
B. TO HELP THE ENGLISH ESTABLISH A COLONY	2301917
C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS	2301917
*D. TO ESTABLISH A FRENCH COLONY IN CANADA	2301917
E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST	2301917

HENRY HUDSON	2301918
A. TO CLAIM LANDS FOR FRANCE	2301918
B. TO HELP THE ENGLISH ESTABLISH A COLONY	2301918
C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS	2301918
D. TO ESTABLISH A FRENCH COLONY IN CANADA	2301918
*E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST	2301918

THE MAN WHO FOUNDED THE LAST ENGLISH COLONY IN AMERICA WAS	2301919
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A. WILLIAM PENN.	2301919
B. ROGER WILLIAMS.	2301919
*C. JAMES OGLETHROPE.	2301919
D. WALTER RALEIGH.	2301919
GEORGE CALVERT WANTED TO ESTABLISH A COLONY IN AMERICA TO	2301920
*A. ENSURE RELIGIOUS FREEDOM.	2301920
B. SET UP A FARMING TYPE OF ECONOMY.	2301920
C. DEVELOP NATURAL RESOURCES.	2301920
D. KEEP THE ENGLISH FROM GETTING ALL OF THE LAND.	2301920

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE DISCOVERY AND EARLY EXPLORATION OF THE NEW WORLD BY CORRECTLY IDENTIFYING THE MEN INVOLVED AND SELECTED FACTS ABOUT THEM. %7D	
COLUMBUS GREW UP IN THE COUNTRY OF	1999
*A. ITALY	2301999
B. SPAIN	2301999
C. FRANCE	2301999
D. PORTUGAL	2301999
COLUMBUS WAS FINALLY GIVEN MONEY FOR HIS TRIP BY THE KING AND QUEEN OF	2302000
*A. SPAIN.	2302000
B. PORTUGAL.	2302000
C. ENGLAND.	2302000
D. FRANCE.	2302000
THE PURPOSE OF COLUMBUS, FIRST VOYAGE TO THE NEW WORLD WAS TO FIND	2001
*A. A NEW ROUTE TO THE EAST.	2001
B. A SHORT WAY TO AMERICA.	2302001
C. THE INDIANS.	2302001
D. THE RICHES OF CHINA.	2302001
WHICH OF THE FOLLOWING WAS *NOT* A SHIP ON THE FIRST VOYAGE OF COLUMBUSO	2302002
A. NINA	2302002
B. PINTA	2302002
C. SANTA MARIA	2302002
*D. SAN SALVADOR	2302002
FERDINAND MAGELLAN WAS THE FIRST MAN TO	2302003
A. SEE THE PACIFIC OCEAN.	2302003
*B. SAIL AROUND THE WORLD.	2302003
JOHN CAROT WAS THE FIRST EXPLORER FOR	2302004
A. HOLLAND.	2302004
B. FRANCE.	2302004
*C. ENGLAND.	2302004
D. ITALY.	2302004
THE WORD CONQUISTADORS MEANS	2302005
A. RULER.	2302005
B. KINGS.	2302005
*C. CONQUERORS.	2302005
D. SLAVES.	2302005

THE STUDENT WILL DISPLAY HIS ABILITY TO RECOGNIZE THE NAME OF THE EXPLORER WHO DISCOVERED THE ST. LAWRENCE RIVER BY MATCHING THE EXPLORER WITH HIS DISCOVERY. %10 0063

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

IN SEARCHING FOR THE NORTHWEST PASSAGE, A FRENCH EXPLORER FOUND THE SAINT LAWRENCE RIVER. HIS NAME WAS 2300077
 A. SAMUEL CHAMPLAIN. 2300077
 *B. JACQUES CARTIER. 2300077
 C. FERDINAND MAGELLAN. 2300077
 D. PONCE DE LEON. 2300077

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %50 0307

DIRECTIONS - READ THE FOLLOWING PASSAGE. 0229

IN THE SPRING OF 1542, CORONADO AND HIS MEN RETREATED FROM THE GREAT PLAINS, BACK TO MEXICO WHERE THE EXPEDITION HAD STARTED. THERE WAS NO GOLD AT CIBOLA OR QUIVERA, OR ANYWHERE ELSE ON THE PLAINS. THERE WAS NOTHING BUT WASTELAND, FIT ONLY FOR INDIANS AND BUFFALO.

CORONADOS MEN HEADED SOUTH AND THE GRASS BEHIND THEM ROSE BACK IN PLACE LEAVING NO TRACE THAT THESE INVADERS HAD EVER PASSED THAT WAY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS *PROBABLY TRUE, PROBABLY FALSE,* OR THAT YOU ARE *UNABLE TO SAY* WHETHER IT IS TRUE OR FALSE *FROM THE INFORMATION PROVIDED IN THE ABOVE PARAGRAPH.* CIRCLE THE LETTER OF YOUR CHOICE. IN THE SPACE PROVIDED BELOW EACH STATEMENT GIVE A REASON FOR YOUR CHOICE.

CORONADO WILL RETURN TO THE GREAT PLAINS. 2654
 A. PROBABLY TRUE 2654
 B. PROBABLY FALSE 2654
 *C. CAN'T SAY 2654

THE SPANIARDS WERE EQUIPPED TO MAKE A LIVING ON THE PLAINS. 2655
 A. PROBABLY TRUE 2655
 *B. PROBABLY FALSE 2655
 C. CAN'T SAY 2655

CORONADOS MEN WERE DISCOURAGED. 2656
 *A. PROBABLY TRUE 2656
 B. PROBABLY FALSE 2656
 C. CAN'T SAY 2656

THE PURPOSE OF THE EXPEDITION WAS TO HUNT BUFFALO. 2657
 A. PROBABLY TRUE 2657
 *B. PROBABLY FALSE 2657
 C. CAN'T SAY 2657

LATER VISITORS TO THE GREAT PLAINS WOULD FIND THEM TO BE USEFUL, 2658

FERTILE LANDS.

A. PROBABLY TRUE

B. PROBABLY FALSE

C. CAN'T SAY

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RELATIONSHIP BETWEEN NEW WORLD DISCOVERIES AND CHANGES IN THE COURSE OF HISTORY BY CORRECTLY IDENTIFYING THESE RELATIONSHIPS. %90

0216

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

DISCOVERY AND EXPLORATION OF THE NORTHEAST COAST OF THE NORTH AMERICAN CONTINENT LED TO GROWTH OF INDUSTRIES IN NEW FRANCE. WHAT INDUSTRIES DEVELOPED?

2300847

2300847

2300847

*A. FARMING, FUR TRADING, AND FISHING

2300847

B. LUMBER CAMPS AND FARMING

2300847

C. SETTLEMENTS AND EXPLORATIONS

2300847

D. WOOLEN MILLS AND COAL MINING

2300847

ALTHOUGH FRENCH EXPLORERS DID NOT FIND A PASSAGE TO THE ORIENT THROUGH NORTH AMERICA, WHAT IMPORTANT DISCOVERIES DID THEY MAKE THAT CHANGED THE COURSE OF HISTORY?

2300848

2300848

2300848

A. THEY LOCATED AND WORKED IN GOLD MINES.

2300848

B. THEY OPENED A HIGHWAY ALONG THE ATLANTIC COAST TO NEW YORK.

2300848

*C. THEY FOUND AN INLAND WATERWAY THROUGH THE GREAT LAKES REGION.

2300848

2300848

D. THEY SET UP SHIPBUILDING ON THE EAST COAST.

2300848

WHAT HAPPENED IN THE COURSE OF HISTORY TO THE SETTLEMENT AND MISSION THAT THE FRENCH ESTABLISHED ON THE ST. LAWRENCE RIVER?

2300849

2300849

A. THEY DISAPPEARED BECAUSE OF THE DIFFICULT WINTERS AND SCARCITY OF FOOD.

2300849

2300849

*B. THE CITIES OF QUEBEC AND MONTREAL DEVELOPED.

2300849

C. THEY COMBINED AND BECAME AN INDEPENDENT STATE.

2300849

D. THEY BECAME THE SHIPBUILDING CENTER OF THE CONTINENT.

2300849

IN THEIR EARLY VISITS TO THE COAST OF NEWFOUNDLAND, WHAT DID SOME OF THE FRENCH FISHERMEN DISCOVER THAT CHANGED THE COURSE OF TRADE?

2300850

2300850

2300850

A. THEY DISCOVERED THAT QUEBEC COULD BE EXPANDED.

2300850

B. THE ST. LAWRENCE RIVER COULD BE USED FOR TRANSPORTING PEOPLE AND EVENTUALLY BECOME A WORLD WATERWAY.

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2300850

*C. THE DUTCH AND FRENCH FISHERMEN TOGETHER COULD DEVELOP EXTENSIVE TRADE WITH EUROPE.

2300850

2300850

*D. OLD PIECES OF METAL COULD BE EXCHANGED FOR FURS LEADING TO THE GROWTH OF WORLD TRADE.

2300850

2300850

HOW DID COLUMBUS' DISCOVERY OF THE NEW LAND FOR SPAIN CHANGE THE COURSE OF HISTORY?

2300851

2300851

*A. IT ENCOURAGED OTHER EXPLORERS TO SAIL THE UNKNOWN SEAS AND SEEK NEW LANDS.

2300851

2300851

B. IT MADE IT POSSIBLE FOR THE PILGRIMS TO SETTLE ON THE LANDS COLUMBUS DISCOVERED.

2300851

2300851

C. IT LED PEOPLE TO CHANGE THEIR WAYS OF PRESERVING FOODS WHEN COLUMBUS BROUGHT BACK SPICES.

2300851

2300851

D. IT ESTABLISHED TRADE BETWEEN EUROPEAN COUNTRIES AND THE ORIENT.

2300851

2300851

HOW DID SPANISH EXPLORATION OF CENTRAL AMERICA CHANGE THE COURSE OF HISTORY FOR THE NORTH AMERICAN CONTINENT?	2300852
A. SPANISH EXPLORERS DROVE THE AZTECS OUT OF MEXICO INTO CALIFORNIA.	2300852
B. NEW TERRITORIES WERE OPENED TO THE SOUTH FOR FURTHER EXPLORATION BY SPAIN.	2300852
*C. EXPLORERS SEEKING GOLD DISCOVERED NEW LANDS TO THE NORTH TO EXPLORE AND DEVELOP.	2300852
D. SPAIN ESTABLISHED COLONIES IN THE NORTH WHICH WERE IMMEDIATELY SUCCESSFUL IN SELF-GOVERNMENT.	2300852
HOW DID SPAIN PROTECT HER SHIPS FROM FRENCH PIRACY?	2300853
A. SENT WARSHIPS TO BOMBARD THE HARBORS OF FRANCE AND THEREBY DESTROY THEIR SHIPS.	2300853
B. ATTACKED THE FRENCH FISHING BOATS ON THE COAST OF THE TERRITORY THAT BECAME CANADA.	2300853
*C. USED THE ESTABLISHMENT OF ST. AUGUSTINE FOR OPERATIONS AGAINST THE CORSAIRS.	2300853
D. CHANGED THE ROUTE BY WHICH HER TREASURE SHIPS COULD REACH SPANISH PORTS SAFELY.	2300853
WHAT DID BALBOA'S DISCOVERY OF THE PACIFIC OCEAN HAVE TO DO WITH CHANGING THE COURSE OF HISTORY?	2300854
A. THE ENGLISH COULD NOW CLAIM ALL OF THE EASTERN SECTION OF NORTH AMERICA, AND THE SPANISH COULD CLAIM THE WESTERN SECTION.	2300854
*B. IT LED TO FURTHER EXPLORATION BY MAGELLAN AND PROOF THAT THE EARTH WAS ROUND.	2300854
C. IT LED TO THE SPANIARDS DISCOVERING THE ALL-WATER ROUTE TO THE EAST AROUND SOUTH AFRICA.	2300854
D. SPANIARDS FOUND THE GOLD THEY HAD TOLD BALBOA WAS BEYOND THIS SEA.	2300854
HOW DID DISCOVERY AND EXPLORATION OF THE NEW WORLD LEAD TO CHANGES IN THE WAY OF LIFE FOR INDIVIDUALS IN THE COURSE OF HISTORY?	2300855
*A. SETTLERS WHO MOVED TO NEW UNSETTLED LANDS LEARNED NEW WAYS AND STRANGE ENVIRONMENTS.	2300855
B. NATIVES OF THE NEW WORLD ACCEPTED THE IDEAS OF THE SETTLERS AND FOLLOWED THEIR WAYS OF LIFE.	2300855
C. INDIVIDUALS DID *NOT* CHANGE THEIR WAYS BUT LIVED AS THEY HAD IN THE OLD WORLD.	2300855
D. INDIVIDUALS DISCARDED THEIR OLD CUSTOMS AND DEVELOPED NEW IDEAS AND BELIEFS.	2300855

3. COLONIZATION OF THE U.S.

THE STUDENT WILL BE ABLE TO RECOGNIZE AND IDENTIFY THE SOCIAL, ECONOMIC, AND RELIGIOUS CONDITIONS WHICH WERE PREVALENT IN WESTERN EUROPE AROUND THE END OF THE 16TH CENTURY BY MATCHING THE CONDITION TO AN EVENT. 37H 0217

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

WHAT WERE THE OTHER COUNTRIES OF WESTERN EUROPE DOING DURING THE YEARS BETWEEN THE DISCOVERY OF AMERICA AND THE COLONIZATION OF THE LAND BY ENGLAND?

- A. THEY WERE WAITING TO SEE WHAT ENGLAND WOULD DO ABOUT HER CLAIMS IN THE NEW WORLD.
- *B. THEY WERE EXPLORING, MAPPING, AND CLAIMING LARGE PORTIONS OF LAND IN NORTH AND SOUTH AMERICA.
- C. THEY WERE SETTling DISPUTES OVER UNCLAIMED LANDS OF NORTH AMERICA AND DIVIDING THEM EQUALLY BETWEEN THEMSELVES.
- D. SOME OF THE COUNTRIES WERE TOO BUSY SETTling THEIR OWN PROBLEMS TO DO MUCH ABOUT COLONIZING.

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DURING THE YEARS BEFORE ENGLAND BEGAN TO COLONIZE, WHAT WAS HAPPENING TO THE LIVING CONDITIONS OF THE ENGLISH PEOPLE?

- *A. THE ENTIRE ORDER OF THE SOCIETY WAS CHANGING, AND THE NOBILITY WERE FREEING THEIR SERVANTS AND FARM WORKERS TO MAKE THEIR OWN LIVING IN THE TOWNS.
- B. THE WEALTHY LANDOWNERS WERE HIRING MORE FARMERS AND LABORERS TO WORK ON THEIR VAST LANDS.
- C. THE FARMERS WERE MOVING FROM THE COUNTRYSIDE TO THE CITIES WHERE THERE WERE GREATER OPPORTUNITIES TO GET BETTER JOBS.
- D. THE FARMERS WHO HAD WORKED FOR THE NOBLEMEN WERE BUYING THEIR OWN LANDS AND MAKING A BETTER LIVING FOR THEIR FAMILIES.

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HOW DID ENGLAND'S BREAKING AWAY FROM THE CATHOLIC CHURCH AND ESTABLISHING THE CHURCH OF ENGLAND AFFECT THE CONDITIONS FOR MANY OF THE PEOPLE OF ENGLAND?

- A. THE LANDS TAKEN FROM THE CATHOLIC CHURCH WERE SOLD TO INDIVIDUAL FARMERS WHO WANTED TO BUY SMALL FARMS.
- B. THE PEOPLE WHO HAD LIVED BY THE LAWS ESTABLISHED BY THE CATHOLIC CHURCH HAD TO OBEY LAWS OF THE CHURCH OF ENGLAND OR LEAVE THE COUNTRY.
- C. THE PEOPLE WHO ACCEPTED THE BELIEFS OF THE CHURCH OF ENGLAND WERE GIVEN ASSISTANCE BY THE QUEEN WHEN THEY NEEDED JOBS.
- *D. LANDS BELONGING TO THE CATHOLIC CHURCH WERE SEIZED AND GIVEN TO FAVORITES OF THE KING, THEREBY INCREASING THE NUMBERS OF WEALTHY LANDLORDS AND DECREASING THE OPPORTUNITIES TO BUY LAND.

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WHAT WAS THE GENERAL ATTITUDE OF WESTERN EUROPEAN GOVERNMENTS TOWARD RELIGIOUS BELIEFS IN THEIR OWN COUNTRIES ABOUT THE TIME OF COLONIZATION IN AMERICA?

- A. IN ALL WESTERN EUROPEAN COUNTRIES THE GOVERNMENTS WERE TOLERANT OF ANY DIFFERENCES IN RELIGIOUS BELIEFS.
- B. IN ALL COUNTRIES OF WESTERN EUROPE THE GOVERNMENTS PERSECUTED THOSE WHO WERE DISSENTERS.
- *C. IN SOME COUNTRIES WITH AN ESTABLISHED STATE CHURCH THE GOVERNMENTS WERE TOLERANT OF RELIGIOUS BELIEFS THAT DIFFERED FROM THE ESTABLISHED RELIGION.
- D. IN SOME COUNTRIES WITH NO ESTABLISHED STATE CHURCH PEOPLE COULD BELIEVE AS THEY CHOSE.

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WHAT ECONOMIC CHANGES HAD OCCURRED IN WESTERN EUROPE BY THE END OF THE 16TH CENTURY?

- *A. WORLD TRADE BECAME A COMMERCIAL GOAL AND RIVALRY BETWEEN EUROPEAN COUNTRIES GREW.
- B. THE MERCHANTS FINANCED MANUFACTURING INDUSTRIES IN THE

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TOWNS.	2300860
C. THE COUNTRY IS AGREEING THAT THEY WOULD SHARE TRADE ROUTES AND WORLD BUSINESS.	2300860
D. THE MEANS FOR EARNING A LIVING CHANGED FROM AGRICULTURE TO MANUFACTURING.	2300860
HOW DID ECONOMIC CHANGES CAUSE SOCIAL CHANGES IN ENGLAND?	2300861
A. THE GROWTH IN TRADE AND COMMERCE RESULTED IN MORE JOBS FOR THE PEOPLE AND A HIGHER STANDARD OF LIVING.	2300861
*B. WORKERS OF THE WEALTHY LANDLORDS WERE FREED TO EARN THEIR OWN LIVING WHICH CHANGED CONDITIONS TO TOWN AND CITY LIVING.	2300861
C. FINDING FOOD AND SHELTER WAS PLENTIFUL IN THE TOWNS, PEOPLE MOVED FROM THE COUNTRY TO THE CITY.	2300861
D. STRONG AND POWERFUL MERCHANTS TOOK OVER THE MANAGEMENT OF LIVING CONDITIONS IN THE TOWNS AND CITIES.	2300861
WHAT FINALLY CAUSED QUEEN ELIZABETH TO SEND COLONISTS TO THE NORTH AMERICAN CONTINENT?	2300862
*A. SPANISH WEALTH FROM THE NEW WORLD CONVINCED THE ENGLISH THAT THEY COULD GAIN WEALTH BY ESTABLISHING COLONIES.	2300862
B. QUEEN ELIZABETH DECIDED TO SEND PEOPLE WHO DISAPPROVED OF THE RELIGION OF THE CHURCH OF ENGLAND.	2300862
C. THE MASSACHUSETTS BAY COLONY WANTED OWNERSHIP OF THE COLONIES, WHICH WOULD TAKE THE WEALTH AWAY FROM THE QUEEN.	2300862
D. THE QUEEN OFFERED FREE PASSAGE AND LAND TO ANYONE FROM OVERCROWDED TOWNS AND CITIES WHO WANTED TO SETTLE IN THE NEW LAND.	2300862

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THE REASONS WHY CONDITIONS IN ENGLAND ENCOURAGED INDIVIDUALS TO IMMIGRATE TO COLONIES IN AMERICA BY SELECTING THEM FROM A LIST. %3D 0218

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

SOME PEOPLE IN ENGLAND WERE DISSATISFIED WITH THEIR HOMELAND AND WANTED TO MOVE TO AMERICA BECAUSE OF FEARS OF

A. BEING MOVED OUT OF THEIR HOMES.	2300866
B. LOSING THEIR JOBS.	2300866
*C. RELIGIOUS PERSECUTION.	2300866
D. LOSING THEIR FRIENDS.	2300866

PEOPLE WHO MIGRATED TO COLONIZE IN AMERICA BECAUSE OF HARSH RULERS IN THEIR HOMELAND THOUGHT

A. THERE WOULD BE NO NEED FOR GOVERNMENT AND THEY COULD BE FREE TO DO AS THEY PLEASED.	2300867
B. THEY WOULD HAVE FREEDOM TO SET UP THEIR OWN GOVERNMENT IN THE COLONY.	2300867
C. THEY COULD BECOME RULERS IN THE COLONIES AND TELL OTHERS WHAT TO DO.	2300867
*D. THEY WOULD FIND A COLONIAL GOVERNMENT EASIER ON THE SETTLERS THAN ENGLISH RULERS.	2300867

SOME PERSONS WHO WERE DISCONTENT WITH STAYING IN ENGLAND FOR THE REST OF THEIR LIVES WERE FEARLESS, ADVENTUROUS INDIVIDUALS WHO BELIEVED

*A. THEY COULD FIND GOLD FOR THEMSELVES AND BECOME WEALTHY.	2300868
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| B. THERE WOULD BE NO DANGERS FOR THEM IN THE WILDERNESS OF THE
NEW WORLD. | 2300868 |
| C. THEY WOULD BE ABLE TO OPEN THE WILDERNESS TO THE WEST. | 2300868 |
| D. THEY MIGHT SETTLE IN A SPANISH COLONY AND FIND WEALTH
THERE. | 2300868 |
| | 2300868 |

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %60	0307
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DIRECTIONS - READ THE FOLLOWING PASSAGE.

0228

JOHN SMITH, WHO LATER BECAME PRESIDENT OF JAMESTOWN'S COUNCIL OF
SEVEN, REALIZED THAT THE WEALTH OF THE LAND AROUND JAMESTOWN WAS
IN THE SOIL, NOT IN GOLD. THERE IS NOTHING TO BE GAINED HERE
EXCEPT BY HARD WORK. HE WROTE TO THE DIRECTORS OF THE COUNTRY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE
WHETHER IT IS *PROBABLY TRUE, PROBABLY FALSE,* OR THAT YOU ARE
UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION
PROVIDED IN THE ABOVE PARAGRAPH. CIRCLE THE LETTER OF YOUR
CHOICE.

SMITH WILL SUGGEST THAT MORE TIME BE SPENT IN PLANTING AND CARING FOR CROPS.	2648
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|-------------------|------|
| *A. PROBABLY TRUE | 2648 |
| B. PROBABLY FALSE | 2648 |
| C. CAN'T SAY | 2648 |

SMITH WILL ORGANIZE A GOLD SEEKING EXPEDITION.	2649
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- | | |
|--------------------|------|
| A. PROBABLY TRUE | 2649 |
| *B. PROBABLY FALSE | 2649 |
| C. CAN'T SAY | 2649 |

LAZY SETTLERS WILL FIND THEMSELVES IN TROUBLE WITH SMITH.	2650
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|-------------------|------|
| *A. PROBABLY TRUE | 2650 |
| B. PROBABLY FALSE | 2650 |
| C. CAN'T SAY | 2650 |

JOHN SMITH WILL URGE THAT NEWCOMERS TO JAMESTOWN BE BLACKSMITHS AND CARPENTERS RATHER THAN GENTLEMAN SCHOLARS.	2651
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|-------------------|------|
| *A. PROBABLY TRUE | 2651 |
| B. PROBABLY FALSE | 2651 |
| C. CAN'T SAY | 2651 |

JOHN SMITH WILL CARRY ON TRADE WITH THE INDIANS.	2652
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- | | |
|-------------------|------|
| A. PROBABLY TRUE | 2652 |
| B. PROBABLY FALSE | 2652 |
| *C. CAN'T SAY | 2652 |

THE LONDON COMPANY WAS MORE INTERESTED IN QUICK PROFITS THAN IN BUILDING A COLONY.	2653
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|-------------------|------|
| A. PROBABLY TRUE | 2653 |
| B. PROBABLY FALSE | 2653 |
| *C. CAN'T SAY | 2653 |

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL REASONS WHY THE PILGRIMS CAME TO AMERICA BY CHOOSING THEM FROM A GIVEN LIST. %6d

0433

DIRECTIONS - PUT AN *A* IN FRONT OF EACH REASON THAT TELLS WHY THE PILGRIMS CAME TO AMERICA. PUT A *B* IN FRONT OF THE OTHER STATEMENTS.

0106

THEY WANTED TO LIVE IN JAMESTOWN. *B

3122

THEY WANTED TO MAKE FRIENDS WITH THE INDIANS. *B

3123

THEY WANTED TO WORSHIP IN THEIR OWN WAY. *A

3124

JOB WAS SCARCE IN ENGLAND. *A

3125

THEY WANTED TO BE RULED BY THE DUTCH. *B

3126

THEY WANTED TO OWN LAND. *A

3127

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF PROCEDURES INVOLVED FOR SECURING LAND AREAS FOR SETTLEMENTS BY IDENTIFYING THE SOLUTION PECULIAR TO SPECIFIC GROUPS. %14d

0222

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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SIR WALTER RALEIGH, A FAVORITE OF QUEEN ELIZABETH, HAD IDEAS ABOUT ESTABLISHING A COLONY IN AMERICA FOR HIS OWN GAIN AND FOR ENGLAND'S. THE QUEEN GRANTED SIR WALTER RALEIGH AS MUCH TERRITORY AS HE COULD COLONIZE PROVIDED HE WOULD

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A. GET A PERMANENT COLONY ESTABLISHED IN TWO YEARS.

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B. SEND THE DUTCH COLONISTS OUT OF NEW AMSTERDAM.

2300906

*C. PAY TO THE QUEEN 1/5 OF THE MONEY RECEIVED FROM THE MINING OF PRECIOUS METALS.

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D. PAY ALL OF THE EXPENSES TO TRANSPORT COLONISTS.

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THROUGH AN OFFICER IN A MERCHANT COMPANY. THE SEPARATISTS RECEIVED A GRANT OF LAND IN

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*A. VIRGINIA.

2300907

B. NORTH CAROLINA.

2300907

C. MASSACHUSETTS.

2300907

D. NEW AMSTERDAM.

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WHAT ARRANGEMENT DID THE PURITANS MAKE TO ESTABLISH A COLONY IN THE NEW LANDS

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*A. PURITAN MERCHANTS BOUGHT LAND FROM THE NEW ENGLAND COUNCIL.

2300908

B. THE KING TRANSFERRED THE ORIGINAL CHARTER OF THE NEW ENGLAND COUNCIL.

2300908

C. THE LONDON COMPANY GAVE THEM THE CHARTER FOR THE VIRGINIA GRANT.

2300908

D. THE PURITANS PROMISED THE KING THEY'D MAKE THEIR COLONY A NEW ENGLAND.

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IN THE EARLY DAYS OF THE COLONIES OWNERSHIP OF THE LAND OF THE COLONISTS WAS REALLY CLAIMED BY THE

2300909

A. MERCHANTS.

2300909

*B. CROWN.

2300909

2300909

D. SETTLERS.	2300909
IN THE ENGLISH COLONIES LAND WAS MADE AVAILABLE IN THE BEGINNING OF COLONIZATION	2300910
*A. BY CHARTER FROM THE KING.	2300910
B. BY PURCHASE FROM THE PROPRIETOR.	2300910
C. BY SETTLING ON THE LAND FOR A PERIOD OF TIME.	2300910
D. BY INHERITING IT FROM RELATIVES.	2300910
SOMETIMES PROPRIETORS GAINED MORE LAND FOR THEIR SETTLEMENT BY	2300911
A. MAKING ARRANGEMENTS WITH ANOTHER COUNTRY TO BUY SOME OF THEIR CLAIM IN THE NEW WORLD.	2300911
B. BUYING IT FROM THE SOLDIERS STATIONED IN THE COLONY.	2300911
C. TAKING OVER LAND ABANDONED BY OTHER PROPRIETORS.	2300911
*D. BECOMING FRIENDS WITH INDIANS AND BUYING SOME OF THEIR LAND.	2300911
THE PILGRIM COLONY OBTAINED THEIR SETTLEMENT LAND BY	2300912
*A. ARRANGING AN INDEPENDENT GRANT OF LAND.	2300912
B. BUYING THE LAND FROM EARLIER SETTLERS.	2300912
C. RENEWING AN EARLIER LONDON COMPANY ARRANGEMENT.	2300912
D. TRADING LAND FOR TRINKETS WITH THE INDIANS.	2300912
THE PILGRIMS EVENTUALLY GAINED TITLE TO THEIR OWN LAND	2300913
A. THROUGH THE MASSACHUSETTS BAY COMPANY.	2300913
B. WHEN MASSACHUSETTS BECAME A STATE.	2300913
*C. THROUGH THE NEW ENGLAND COUNCIL.	2300913
D. WHEN THEY HAD PAID THE LONDON COMPANY.	2300913
THE SEPARATISTS ARE MORE COMMONLY KNOWN AS	2300914
*A. PILGRIMS.	2300914
B. PURITANS.	2300914
C. QUAKERS.	2300914
D. HUGUENOTS.	2300914
WHEN THE SEPARATISTS LEFT ENGLAND THEY WENT TO	2300915
A. NEWFOUNDLAND.	2300915
B. VIRGINIA.	2300915
C. FRANCE.	2300915
*D. HOLLAND.	2300915
THE PILGRIMS LANDED AT PLYMOUTH BECAUSE	2300916
A. THE GRANT OF LAND WAS CHANGED.	2300916
*B. A STORM BLEW THEM OFF COURSE.	2300916
C. THEY DIDN'T LIKE THE PLACE THEY WERE GRANTED.	2300916
D. THEY LOST THEIR WAY.	2300916
THE RELIGIOUS GROUP WHO WANTED SOME CHANGES AND REFORMS BUT DID NOT WANT TO SEPARATE COMPLETELY FROM THE CHURCH OF ENGLAND WERE KNOWN AS	2300917
A. PILGRIMS.	2300917
*B. PURITANS.	2300917
C. QUAKERS.	2300917
D. HUGUENOTS.	2300917
THE PURITANS MANAGED TO ESTABLISH A LARGE SETTLEMENT BECAUSE	2300918
A. THEY WERE EAGER TO HAVE A NEW ENGLAND WITH THEIR OWN CHURCH REFORMS.	2300918
B. DISSENTERS WANTED TO LEAVE ENGLAND BECAUSE OF RELIGIOUS PERSECUTIONS.	2300918
*C. WEALTHY PURITANS OBTAINED THE CHARTER FROM THE	2300918

MASSACHUSETTS BAY COMPANY AND CHOSE THE SETTLERS.
 D. THEY WERE ABLE TO OFFER LARGE TRACTS OF LAND TO ANYONE WHO
 WANTED TO MIGRATE.

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SOME OF THE PEOPLE WHOSE RELIGIOUS BELIEFS WERE NOT ACCEPTED BY
 THE MASSACHUSETTS COLONIES MOVED TO SETTLE

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- A. PENNSYLVANIA.
- B. GEORGIA.
- *C. RHODE ISLAND.
- D. FLORIDA.

THE STUDENT SHOWS A KNOWLEDGE OF EARLY COLONIAL SETTLEMENTS AND
 SETTLERS BY %A# SELECTING THE PERSON OR GROUP WHO SETTLED AND
 %B# CORRECTLY LABELING THE AREA SETTLED WITH THE NAME OF THE
 PERSON OR GROUP WHO SETTLED THERE. %43#

0235

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
 CHOICES.

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PLYMOUTH

- *A. PILGRIMS
- B. DUTCH WEST INDIA CO.
- C. ROGER WILLIAMS
- D. PURITANS
- E. QUAKERS

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NEW YORK

- A. PILGRIMS
- *B. DUTCH WEST INDIA CO.
- C. ROGER WILLIAMS
- D. PURITANS
- E. QUAKERS

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MASSACHUSETTS BAY

- A. PILGRIMS
- B. DUTCH WEST INDIA CO.
- C. ROGER WILLIAMS
- *D. PURITANS
- E. QUAKERS

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PENNSYLVANIA

- A. PILGRIMS
- B. DUTCH WEST INDIA CO.
- C. ROGER WILLIAMS
- D. PURITANS
- *E. QUAKERS

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RHODE ISLAND

- A. PILGRIMS
- B. DUTCH WEST INDIA CO.
- *C. ROGER WILLIAMS
- D. PURITANS
- E. QUAKERS

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VIRGINIA

- A. EIGHT ENGLISH NOBLEMEN
- B. THE GREEN MOUNTAIN BOYS
- *C. THE LONDON COMPANY

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DE THE SPANISH	2301047
SOUTH CAROLINA	2301048
A. CATHOLICS UNDER LORD BALTIMORE	2301048
B. EIGHT ENGLISH NORLEMEN	2301048
C. THE LONDON COMPANY	2301048
D. OGLETHORPE AND A GROUP OF PRISONERS	2301048
FLORIDA	2301049
A. FRENCHMEN	2301049
B. SPANIARDS	2301049
C. ENGLISHMEN	2301049
D. DUTCH	2301049
MARYLAND	2301050
A. QUAKERS	2301050
B. PURITANS	2301050
C. JEWS	2301050
D. CATHOLICS	2301050
GEORGIA	2301051
A. PURITANS UNDER THOMAS HOOKER	2301051
B. DEBTORS LED BY JAMES OGLETHORPE	2301051
C. PURITANS UNDER ROGER WILLIAMS	2301051
D. CATHOLICS UNDER LORD BALTIMORE	2301051
NORTH CAROLINA	2301052
A. SETTLERS FROM SOUTH CAROLINA	2301052
B. SETTLERS FROM MASSACHUSETTS	2301052
C. SETTLERS FROM GEORGIA	2301052
D. SETTLERS FROM VIRGINIA	2301052
TENNESSEE	2301053
A. DANIEL ROONE	2301053
B. JAMES ROBERTSON	2301053
C. THOMAS HOOKER	2301053
D. ROGER WILLIAMS	2301053
KENTUCKY	2301054
A. DANIEL ROONE	2301054
B. THOMAS HOOKER	2301054
C. JAMES ROBERTSON	2301054
D. LOUIS JOLIET	2301054
FLORIDA	2301055
A. THE LONDON COMPANY	2301055
B. THE GREEN MOUNTAIN BOYS	2301055
C. DUTCH WEST INDIES COMPANY	2301055
D. OGLETHORPE AND DEBTORS FROM PRISON	2301055
NEW SOUTH	2301056
A. PURITANS	2301056
B. PILGRIMS	2301056
C. HOLLANDERS	2301056
D. SWEDES	2301056
NEW YORK	2301057
A. GREEN MOUNTAIN BOYS	2301057
B. THE LONDON COMPANY	2301057
C. DUTCH WEST INDIA COMPANY	2301057
D. EIGHT ENGLISH NORLEMEN	2301057

CONNECTICUT %HARTFORD	2301056
*A. THOMAS HOOKER	2301058
B. PETER MINUIT	2301058
C. PETER STUYVESANT	2301058
D. WILLIAM PENN	2301058
RHODE ISLAND %PROVIDENCE	2301059
A. WILLIAM PENN	2301059
B. CHARLES MASON	2301059
C. THOMAS HOOKER	2301059
*D. ROGER WILLIAMS	2301059
MASSACHUSETTS BAY COLONY	2301060
*A. PURITANS	2301060
B. QUAKERS	2301060
C. PILGRIMS	2301060
D. FRIENDS	2301060
PENNSYLVANIA	2301061
A. PURITANS	2301061
*B. QUAKERS	2301061
C. PILGRIMS	2301061
D. DEBTORS	2301061
VIRGINIA	2301062
*A. LONDON COMPANY	2301062
B. EIGHT ENGLISH NOBLEMEN	2301062
C. SETTLERS FROM VIRGINIA	2301062
D. CATHOLICS UNDER LORD BALTIMORE	2301062
MARYLAND	2301063
A. LONDON COMPANY	2301063
B. EIGHT ENGLISH NOBLEMEN	2301063
C. SETTLERS FROM VIRGINIA	2301063
*D. CATHOLICS UNDER LORD BALTIMORE	2301063
NORTH CAROLINA	2301064
A. LONDON COMPANY	2301064
B. EIGHT ENGLISH NOBLEMEN	2301064
*C. SETTLERS FROM VIRGINIA	2301064
D. CATHOLICS UNDER LORD BALTIMORE	2301064
SOUTH CAROLINA	2301065
A. LONDON COMPANY	2301065
*B. EIGHT ENGLISH NOBLEMEN	2301065
C. SETTLERS FROM VIRGINIA	2301065
D. CATHOLICS UNDER LORD BALTIMORE	2301065
GEORGIA	2301066
*A. OGLETHORPE	2301066
B. SPANISH	2301066
C. JAMES ROBERTSON	2301066
D. DANIEL ROONE	2301066
KENTUCKY	2301067
A. OGLETHORPE	2301067
B. SPANISH	2301067
C. JAMES ROBERTSON	2301067
*D. DANIEL ROONE	2301067

TENNESSEE	2301068
A. OGLETHORPE	2301068
B. SPANISH	2301068
*C. JAMES ROBERTSON	2301068
D. DANIEL ROONE	2301068
FLORIDA	2301069
A. OGLETHORPE	2301069
*B. SPANISH	2301069
C. JAMES ROBERTSON	2301069
D. DANIEL ROONE	2301069
THE LONDON COMPANY SETTLED	2301070
A. MARYLAND.	2301070
B. NORTH CAROLINA.	2301070
C. SOUTH CAROLINA.	2301070
*D. VIRGINIA.	2301070
EIGHT ENGLISH NOBLEMEN SETTLED	2301071
A. NORTH CAROLINA.	2301071
*B. SOUTH CAROLINA.	2301071
C. GEORGIA.	2301071
D. MARYLAND.	2301071
THE SPANISH SETTLED	2301072
A. TENNESSEE.	2301072
B. KENTUCKY.	2301072
*C. FLORIDA.	2301072
D. GEORGIA.	2301072
CATHOLICS UNDER LORD BALTIMORE, SETTLED	2301073
A. VIRGINIA.	2301073
*B. MARYLAND.	2301073
C. NORTH CAROLINA.	2301073
D. SOUTH CAROLINA.	2301073
OGLETHORPE AND SOME DEBTORS HE SELECTED FROM PRISON SETTLED	2301074
A. KENTUCKY.	2301074
B. MARYLAND.	2301074
*C. GEORGIA.	2301074
D. TENNESSEE.	2301074
SETTLERS FROM VIRGINIA MOVED TO	2301075
*A. NORTH CAROLINA.	2301075
B. SOUTH CAROLINA.	2301075
C. GEORGIA.	2301075
D. KENTUCKY.	2301075
JAMES ROBERTSON IS CREDITED WITH SETTLING	2301076
A. GEORGIA.	2301076
*B. TENNESSEE.	2301076
C. MARYLAND.	2301076
D. FLORIDA.	2301076
DANIEL ROONE PERSUADED HIS WIFE AND NEIGHBORS TO MOVE TO	2301077
A. TENNESSEE.	2301077
B. GEORGIA.	2301077
C. MARYLAND.	2301077
*D. KENTUCKY.	2301077
THE GREEN MOUNTAIN BOYS SETTLED	2301078

- A. PENNSYLVANIA. 2301078
- *B. VERMONT. 2301078
- C. NEW YORK. 2301078
- D. CONNECTICUT. 2301078

- THE PILGRIMS SETTLED AT
- A. MASSACHUSETTS BAY. 2301079
 - *B. PLYMOUTH. 2301079
 - C. NEW AMSTERDAM. 2301079
 - D. FORT DUMMER. 2301079

- THE DUTCH WEST INDIA COMPANY SETTLED AT
- *A. NEW YORK. 2301080
 - B. RHODE ISLAND. 2301080
 - C. CONNECTICUT. 2301080
 - D. VERMONT. 2301080

- THOMAS HOOKER ESTABLISHED A SETTLEMENT AT
- *A. HARTFORD %CONNECTICUT. 2301081
 - B. PLYMOUTH %MASSACHUSETTS. 2301081
 - C. PROVIDENCE %RHODE ISLAND. 2301081
 - D. NEW AMSTERDAM %NEW YORK. 2301081

- ROGER WILLIAMS AND HIS RELIGIOUS FOLLOWERS LEFT THE MASSACHUSETTS BAY COLONY AND SETTLED AT
- A. PLYMOUTH %MASSACHUSETTS. 2301082
 - B. NEW AMSTERDAM %NEW YORK. 2301082
 - *C. PROVIDENCE %RHODE ISLAND. 2301082
 - D. HARTFORD %CONNECTICUT. 2301082

- THE PURITANS SETTLED THE
- A. COLONY AT PROVIDENCE. 2301083
 - B. COLONY AT NEW AMSTERDAM. 2301083
 - C. PLYMOUTH COLONY. 2301083
 - *D. MASSACHUSETTS BAY COLONY. 2301083

- THE QUAKERS SETTLED
- A. NEW YORK. 2301084
 - *B. PENNSYLVANIA. 2301084
 - C. CONNECTICUT. 2301084
 - D. VERMONT. 2301084

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE EARLY SETTLEMENT OF VIRGINIA BY CHOOSING A WORD THAT *BEST* FITS INTO THE CONTEXT OF A SENTENCE. %5n 0429

DIRECTIONS - CIRCLE THE LETTER IN FRONT OF THE WORD THAT *BEST* FITS INTO THE BLANK SPACE OF EACH SENTENCE STARTED BY THE

- THE JAMESTOWN COLONY WAS
- A. DUTCH 3143
 - *B. ENGLISH 3143
 - C. FRENCH 3143

- THE PEOPLE WHO SETTLED JAMESTOWN WERE LOOKING FOR A BETTER WAY TO MAKE A
- *A. LIVING 3144
 - B. CHURCH 3144

C. PLANTATION	3144
THE FACTOR WHICH *MOST* INFLUENCED THE WAY PEOPLE LIVED IN VIRGINIA WAS THE	3145
A. KING	3145
B. GOVERNOR	3145
*C. CLIMATE	3145
SEVERAL PLANTATIONS WERE JOINED TOGETHER TO FORM A	3147
A. COUNCIL	3147
*B. COUNTY	3147
C. STATE	3147
THE BIG MEETING OF REPRESENTATIVES IN JAMESTOWN WAS CALLED THE	3148
*A. ASSEMBLY	3148
B. COUNCIL	3148
C. PLAN	3148

THE STUDENT WILL BE ABLE TO RECOGNIZE THE COLONIES ESTABLISHED BY ENGLISH AND NON-ENGLISH COUNTRIES FROM A GROUP OF STATEMENTS THOSE TO WHICH THEY APPLY. %12

IN THE LIST BELOW, SELECT THE LETTER OF THE COUNTRY WHO MADE THE SETTLEMENT.

- A. SPANISH
- B. ENGLISH
- C. FRENCH
- D. DUTCH

MARYLAND *B	2301921
NEW NETHERLANDS *D	2301922
MONTREAL *C	2301923
FLORIDA *A	2301924
MASSACHUSETTS *B	2301925
QUEBEC *C	2301926
NORTH CAROLINA *B	2301927
ST. AUGUSTINE *A	2301928
MEXICO *A	2301929
NEW AMSTERDAM *D	2301930
PENNSYLVANIA *B	2301931
NEW ORLEANS *C	2301932

WHEN GIVEN A LIST OF COLONIES AND FOUNDERS, THE STUDENT WILL BE

DEMONSTRATE HIS KNOWLEDGE OF THE FOUNDERS OF SELECTED COLONIES BY
MATCHING THE MEN OR GROUPS WITH THE APPROPRIATE COLONY. %9d

MATCH THE FOUNDER WITH HIS RESPECTIVE COLONY.

MASSACHUSETTS

- A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- *C. JOHN WINTHROP
- D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

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PLYMOUTH

- A. THOMAS HOOKER
- *B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

1943
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RHODE ISLAND

- A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- *D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

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2301944

CONNECTICUT

- *A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

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NEW NETHERLANDS

- A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- D. ROGER WILLIAMS
- *E. DUTCH WEST INDIA COMPANY

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PENNSYLVANIA

- A. JOHN SMITH
- *B. WILLIAM PENN
- C. JAMES OGLETHROPE
- D. GEORGE CALVERT
- E. COLONISTS FROM VIRGINIA

2301947
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2301947
1947
2301947

VIRGINIA

- *A. JOHN SMITH
- B. WILLIAM PENN
- C. JAMES OGLETHROPE
- D. GEORGE CALVERT
- E. COLONISTS FROM VIRGINIA

2301948
2301948
2301948
1948
2301948

MARYLAND

- A. JOHN SMITH
- B. WILLIAM PENN
- C. JAMES OGLETHROPE
- *D. GEORGE CALVERT
- E. COLONISTS FROM VIRGINIA

2301949
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2301949
1949
2301949

GEORGIA	2301950
A. JOHN SMITH	2301950
B. WILLIAM PENN	2301950
*C. JAMES OGLETHROPE	2301950
D. GEORGE CALVERT	1950
E. COLONISTS FROM VIRGINIA	2301950

THE STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF CERTAIN IMPORTANT DATES OF COLONIAL AMERICA BY SELECTING THEM FROM A LIST. %7	0195
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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PLYMOUTH COLONY WAS STARTED IN	2300656
A. 1492.	2300656
B. 1607.	2300656
*C. 1620.	2300656
D. 1636.	2300656

ROGER WILLIAMS STARTED HIS COLONY OF PROVIDENCE IN	2300657
A. 1607.	2300657
B. 1620.	2300657
*C. 1636.	2300657
D. 1704.	2300657

THE LAST ENGLISH COLONY WAS STARTED IN 1733 AND BECAME KNOWN AS	2300658
A. PLYMOUTH.	2300658
B. PROVIDENCE.	2300658
C. SOUTH CAROLINA.	2300658
*D. GEORGIA.	2300658

BY WHICH YEAR HAD THE ENGLISH DRIVEN THE FRENCH OUT OF ALL BUT A FEW INLANDS OF THE NEW WORLD	2300659
A. 1704	2300659
B. 1848	2300659
*C. 1763	2300659
D. 1776	2300659

THE FRENCH AND INDIAN WAR BEGAN IN	2300660
*A. 1754.	2300660
B. 1759.	2300660
C. 1763.	2300660
D. 1776.	2300660

THE COLONISTS DECLARED THAT THEY WOULD SEPARATE FROM ENGLAND IN	2300661
A. 1763.	2300661
*B. 1776.	2300661
C. 1781.	2300661
D. 1783.	2300661

A CONSTITUTION FOR THE NEW NATION WAS WRITTEN IN	2300662
A. 1754.	2300662
B. 1763.	2300662
C. 1776.	2300662
*D. 1787.	2300662

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE PROBLEMS OF COLONIZATION FOR THOSE ATTEMPTING TO %1# OBTAIN COLONISTS WILLING TO MIGRATE, %2# TRANSPORT THEM TO THE COLONIES, %3# ADMINISTER THE COLONIES, AND %4# PERSUADE THE COLONISTS TO REMAIN BY IDENTIFYING REASONS FOR EACH GROUP FROM A LIST OF ALTERNATIVES. %9#

0219

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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IN THE *FIRST* ATTEMPTS TO COLONIZE WHAT ADVANTAGES WERE OFFERED TO ENCOURAGE PEOPLE TO IMMIGRATE TO THE NEW LANDS

2300871

- A. NEW HOMES
- *B. GOLD AND WEALTH
- C. RELIGIOUS FREEDOM
- D. SELF-GOVERNMENT

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IN THE FIRST COLONIES IN VIRGINIA HOW DID THE KING GOVERN THE COLONIES?

2300872

- *A. A COUNCIL, APPOINTED BY THE KING APPOINTED A COUNCIL TO GOVERN IN THE COLONIES.
- B. THE COLONISTS CHOSE A GOVERNING GROUP WHO HELD THE COLONY TO THE KING'S LAWS.
- C. THE KING APPOINTED A COUNCIL TO GOVERN IN THE COLONIES.
- D. THE LEADER OF THE SETTLEMENT MADE THE LAWS FOR HIS SETTLERS.

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THERE WERE ONLY MEN IN THE *FIRST* JAMESTOWN COLONY BECAUSE

2300873

- *A. THEY HAD NOT PLANNED FOR PERMANENT SETTLERS.
- B. THE COMPANY DID NOT WANT TO FEED WOMEN AND CHILDREN.
- C. NO WOMEN WANTED TO LEAVE ENGLAND.
- D. LIFE IN THE WILDERNESS WAS TOO DIFFICULT FOR WOMEN.

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WHEN JOHN WHITE RETURNED WITH SUPPLIES FOR THE COLONY ON ROANOKE ISLAND HE FOUND

2300874

- A. A WELL-ESTABLISHED COLONY.
- *B. ALL TRACE OF THE SETTLEMENT GONE.
- C. AN INDIAN VILLAGE AT THE SETTLEMENT.
- D. A THANKSGIVING FEAST BEING HELD.

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WHY WAS JOHN WHITE DELAYED 4 YEARS IN RETURNING FROM ENGLAND WITH SUPPLIES FOR RALEIGH'S SECOND COLONY?

2300875

- A. HE WASN'T INTERESTED IN KEEPING HIS JOB.
- B. SIR WALTER RALIEGH WOULDN'T GIVE HIM ANY MORE SUPPLIES.
- *C. THE SPANISH WOULD NOT ALLOW ENGLISH SHIPS TO GO OUT TO SEA.
- D. SUPPLIES WERE NEEDED FOR THE SOLDIERS AND SAILORS.

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WHAT SETTLERS DID JAMES OGLETHORPE HELP TO BRING TO THE NEW WORLD TO START A COLONY?

2300876

- A. THOSE WHO WERE WILLING TO WORK ON A TOBACCO PLANTATION.
- B. THE PERSONS WHOSE BELIEFS IN THE CATHOLIC CHURCH WERE NOT ACCEPTED IN ENGLAND.
- C. THOSE WHO WERE WILLING TO SET UP TRADE WITH THE SPANISH COLONIES.
- *D. THE MOST PROMISING PERSONS FROM DEBTORS PRISON WERE EAGER FOR A CHANCE TO START A NEW LIFE.

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PLANS OF COMPANIES AND INDIVIDUALS FOR COLONIZING *SOMETIMES* INCLUDED

2300877

- A. FREE PASSAGE WITHOUT REPAYMENT DUE.

2300877

2300877

B. COMPLETE FREEDOM TO PRISONERS.	2300877
*C. OPPORTUNITY FOR BETTER LIVING FOR THE POOR.	2300877
D. FREEDOM OF THE SETTLERS TO GOVERN THEMSELVES.	2300877
IN ORDER TO GET TO THE NEW WORLD THE PILGRIMS MADE	2300878
ARRANGEMENTS WITH THE	2300878
A. PLYMOUTH COMPANY.	2300878
B. MASSACHUSETTS BAY COMPANY.	2300878
*C. LONDON COMPANY.	2300878
D. VIRGINIA COMPANY.	2300878
THE FINANCIAL RISKS INVOLVED IN THE COLONIZATION OF ENGLISH	2300879
NORTH AMERICA WERE TAKEN BY	2300879
*A. A GROUP OF BUSINESS MEN.	2300879
B. THE KING.	2300879
C. THE ENGLISH GOVERNMENT.	2300879
D. THE SETTLERS.	2300879

THE STUDENT WILL BE ABLE TO RECALL FACTS AND RECOGNIZE PROBLEMS	0220
ENCOUNTERED BY THE COLONISTS IN %1▯ OBTAINING PASSAGE AND %2▯.	
LEARNING HOW TO LIVE IN THE COLONY BY CHOOSING THEM FROM A LIST	
OF ALTERNATIVES. %8▯	
DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF	0001
CHOICES.	
HOW DID THE PEOPLE WHO WANTED TO IMMIGRATE TO COLONIES IN THE	0880
NEW WORLD GET PASSED?	2300880
A. THEIR CHURCH GROUP PAID EXPENSES AND MADE ARRANGEMENTS.	2300880
B. THE COLONISTS AGREED TO PAY BACK ANY MONEY BORROWED FROM	2300880
THE KING'S TREASURY.	2300880
C. INDIVIDUALS ORGANIZED THEIR OWN GROUP TO BUILD, BUY, OR	2300880
RENT A SHIP.	2300880
*D. COLONISTS MADE BUSINESS AGREEMENTS WITH MERCHANT COMPANIES	2300880
AND INDIVIDUALS.	2300880
WHAT WERE THE CONDITIONS OF THE LONDON COMPANY UNDER WHICH	2300881
IMMIGRANTS COULD GET TO THE VIRGINIA COLONY?	2300881
A. SETTLERS WERE TO WORK FOR ONE YEAR FOR THE COMPANY BEFORE	2300881
THEY COULD EARN MONEY FOR THEMSELVES.	2300881
B. ONLY MEN WERE PERMITTED ON THE FIRST TRIP TO CLEAR THE	2300881
WILDERNESS AND SEND LUMBER BACK TO ENGLAND.	2300881
*C. THE COLONISTS WERE TO WORK SEVEN YEARS FOR THE COMPANY	2300881
BEFORE PROFITS FROM TRADE COULD BE SHARED.	2300881
D. THE COLONISTS WERE TO MAKE FRIENDS WITH THE INDIANS, SO THE	2300881
COMPANY COULD BUY LAND.	2300881
WHAT DID THE COLONISTS LEARN ABOUT SURVIVAL IN THE NEW LAND?	2300882
A. THE SEARCH FOR GOLD WAS HARD WORK BUT NECESSARY TO BUY	2300882
FOOD.	2300882
B. THEY HAD TO BRING ENOUGH SUPPLIES TO LAST A FULL YEAR.	2300882
C. THE WINTERS WERE TOO COLD FOR THE SETTLERS TO SURVIVE.	2300882
*D. PEOPLE NEEDED TO WORK TO GROW CROPS TO KEEP FROM STARVING.	2300882
BY WHAT AGREEMENT DID THE PILGRIMS GAIN PASSAGE TO THE NEW LAND?	2300883
A. RECEIVED HELP AT A LOWER PRICE FROM FRIENDS IN THE MERCHANT	2300883
COMPANY.	2300883
*B. AGREED TO WORK AS SERVANTS OF THE COMPANY FOR SEVEN YEARS	2300883

AND TO PAY PART OF THE COSTS.	2300883
C. OBTAINED A LOAN FROM DUTCH MERCHANTS GOING TO NEW AMSTERDAM.	2300883
D. RECEIVED PERMISSION FROM THE KING TO LEAVE ENGLAND AND SETTLE IN NEW ENGLAND.	2300883
PERSONS WITHOUT MONEY FOR PASSAGE COULD IMMIGRATE TO A COLONY BY BECOMING AN INDENTURED SERVANT WHO	2300884
A. WORKED TO CLEAR WILDERNESS FOR THE GOVERNOR.	2300884
*B. WORKED FOR A PERSON WITHOUT PAY FOR A FEW YEARS.	2300884
C. COULD BE HIRED BY THE COUNCIL IN THE SETTLEMENT.	2300884
D. COULD BE HIRED TO CUT LOGS FOR THE TOWN BUILDINGS.	2300884
THE PILGRIMS PAID THEIR DEBT TO THE LONDON MERCHANTS IN	2300885
*A. 20 YEARS.	2300885
B. 10 YEARS.	2300885
C. 5 YEARS.	2300885
D. 2 YEARS.	2300885
WHAT WAS ONE OF THE MOST IMPORTANT NEEDS FOR THE SUCCESS OF A COLONY IN AMERICA?	6300886
A. BUILDINGS JUST LIKE THE ONES THE SETTLERS LEFT IN THEIR HOMELAND.	6300886
*B. MEN AND WOMEN WHO HAD COURAGE TO LIVE IN A STRANGE, UNKNOWN LAND.	6300886
C. FARMERS WHO COULD CLEAR THE LAND FOR BUILDING A TOWN.	6300886
D. SOLDIERS TO KEEP AWAY UNFRIENDLY INDIANS.	6300886
WHY DID THE PILGRIMS DRAW UP THE MAYFLOWER COMPACT?	2300887
A. THE COMPACT WOULD PROTECT THEIR COLONY FROM ANY OTHER FOREIGN NATION WANTING TO SETTLE THERE.	2300887
B. THE KING OF ENGLAND COULD NOT THEN INTERFERE WITH THE PILGRIM COLONY.	2300887
*C. THE LEGAL POWERS OF THE LONDON COMPANY DID NOT INCLUDE THEIR GOVERNING WHERE THE PILGRIMS LANDED.	2300887
D. THE COLONISTS WOULD THEN BE ABLE TO CHOOSE A GOVERNOR AS THEIR LEADER.	2300887

THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE PROBLEMS ENCOUNTERED BY ENGLISH COLONIZERS BY SELECTING THE MAIN TYPE OF PROBLEM FROM A LIST OF GIVEN ALTERNATIVES. 8001

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

WHEN SIR HUMPHREY GILBERT TRIED TO START A COLONY IN AMERICA, HIS EFFORTS FAILED BECAUSE 2300888

A. THE QUEEN WITHDREW HER SUPPORT. 2300888

B. IT BECAME EXPENSIVE TO KEEP THE COLONY GOING. 2300888

C. HE COULDN'T GET ENOUGH PEOPLE TO STAY IN THE COLONY. 2300888

*D. THE SPANIARDS TURNED THE COLONISTS BACK. 2300888

SIR WALTER RALEIGH'S FIRST ATTEMPT TO COLONIZE FAILED BECAUSE 2300889

*A. THE COLONISTS LOOKED FOR PEARLS AND GOLD, AND FINDING NEITHER RETURNED TO ENGLAND. 2300889

B. THEIR LEADER WAS TOO HARSH TO THE PEOPLE, SO THEY LEFT TO GO INTO THE WILDERNESS. 2300889

C. THEY NEVER REACHED ROANOKE ISLAND. 2300889

D. HE DIDN'T HAVE ENOUGH MONEY TO PAY THE SETTLERS TO STAY THERE.	2300889 2300889
IN ENGLAND'S EARLY EFFORTS TO COLONIZE IN THE NEW WORLD, BOTH GILBERT AND RALEIGH LEARNED THAT	2300900 2300900
A. PEOPLE DON'T WANT TO MOVE TO STRANGE PLACES.	2300900
B. OTHER COUNTRIES OF EUROPE WOULD INTERFERE.	0900
C. NONE OF THE INDIANS WERE FRIENDLY.	2300900
*D. THE EXPENSE OF COLONIZATION WAS TOO GREAT FOR ONE MAN ALONE.	2300900 2300900
WHAT AFFECT DID THE PILGRIMS' SURVIVAL AS A COLONY HAVE ON OTHER RELIGIOUS DISSENTERS IN ENGLAND?	2300901 2300901
A. DELAYED THEIR DECISION TO LEAVE.	2300901
B. ENCOURAGED THEM TO LEAVE.	2300901
*C. HASTENED THEIR PLANS TO LEAVE.	2300901
D. ENCOURAGED THEM TO STAY.	2300901
PILGRIM LEADERS ENCOURAGED EARLY COLONISTS IN THEIR NEW SETTLEMENT BY	2300902 2300902
A. SELLING EACH FAMILY TWO ACRES OF LAND.	2300902
*B. GRANTING EACH MAN AN ACRE OF LAND.	2300902
C. OFFERING TO PAY WELL FOR JOBS DONE.	2300902
D. HELPING SET UP A COOPERATIVE TRADING SYSTEM.	2300902
MERCHANT COMPANIES SOON LEARNED THAT INDIVIDUALS WHO MADE THE BEST SETTLERS WERE THOSE WHO	2300903 2300903
A. WERE SEEKING WEALTH AND PERSONAL GAIN.	2300903
*B. HAD THEIR FAMILIES WITH THEM.	2300903
C. HAD BEEN MILITARY MEN.	2300903
D. WERE ADVENTUROUS MEN WITH NO FAMILIES.	2300903
WHEN THE NEW ENGLAND COUNCIL REORGANIZED AS THE MASSACHUSETTS BAY COMPANY AN IMPORTANT CHANGE MADE IN THE CHARTER ALLOWED FOR	2300904 2300904
A. INDEPENDENT GOVERNMENT IN THE COLONY.	2300904
B. CONTROL OF GOVERNING FROM ENGLAND.	2300904
*C. CONTROL BY THE COMPANY.	2300904
D. GOVERNMENT CONTROL BY THE CHURCH REFORM GROUP.	2300904
THE MASSACHUSETTS BAY COLONY ESTABLISHED A COLONY IN WHAT IS NOW	2300905 2300905
A. CONCORD.	2300905
B. PLYMOUTH.	2300905
C. NEW YORK.	2300905
*D. BOSTON.	2300905

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE NAMES OF RIVERS AND MOUNTAINS OF COLONIAL AMERICA BY SELECTING THEM FROM A LIST. 0194
%20

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

AN IMPORTANT MOUNTAIN RANGE INFLUENCING COLONIAL AMERICA WAS THE 2300654
*A. APPALACHIAN. 2300654
B. ROCKIES. 2300654
C. SIERRA NEVADA. 2300654

D. CASCADE.

2300654

WHICH OF THE FOLLOWING RIVERS WAS NOT LOCATED IN COLONIAL AMERICAN

2300655

A. DELAWARE

2300655

B. HUDSON

2300655

C. SUSQUEHANNA

2300655

D. POTOMAC

2300655

*F. MISSISSIPPI

2300655

2300655

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE EARLY ENGLISH SOUTHERN COLONIES BY MATCHING THE COLONY WITH A GIVEN CLUE. %12

0428

DIRECTIONS - READ EACH CLUE CAREFULLY AND DECIDE WHICH COLONY IS BEING DESCRIBED. WRITE THE LETTER OF THE COLONY TO WHICH IT REFERS.

0103

A. GEORGIA

B. MARYLAND

C. NORTH CAROLINA

D. SOUTH CAROLINA

F. VIRGINIA

I AM NEAREST TO THE EQUATOR. *A

3131

I AM THE FIRST COLONY THAT WAS SETTLED. *E

3132

I HAVE LARGE FORESTS. *C

3133

I WAS STARTED BY YOUNG LORD BALTIMORE *B

3134

I AM THE SMALLEST COLONY. *B

3135

I AM DIRECTLY SOUTH OF VIRGINIA. *C

3136

I GROW LARGE QUANTITIES OF RICE AND INDIGO. *D

3137

I HAVE MANY YELLOW PINE TREES IN MY FOREST. *C

3138

I AM THE LAST OF THE SOUTHERN COLONIES TO BE SETTLED. *A

3139

MANY PRISONERS FROM ENGLAND HELPED TO SETTLE ME. *A

3140

I AM NAMED AFTER QUEEN MARY. *B

3141

JAMESTOWN IS MY CAPITAL. *F

3142

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE FIVE SOUTHERN ENGLISH COLONIES BY IDENTIFYING THE COLONY WITH GIVEN INFORMATION. %15

0430

DIRECTIONS - FROM THE INFORMATION GIVEN DECIDE WHICH RESPONSE FROM THE LIST ABOVE THE ITEMS MAKES THE BEST JUDGMENT AS TO WHICH COLONY THE ITEM REFERS. PLACE THE LETTER OF YOUR ANSWER ON THE BLANK IN FRONT OF THE ITEM.

0104

BACKGROUND INFORMATION*

YOU ARE VISITING A MUSEUM WHICH HOUSES PAPERS, CLOTHES, TOOLS, PICTURES, AND OTHER ARTIFACTS OF THE FIVE SOUTHERN ENGLISH COLONIES.

- A. GEORGIA
- B. MARYLAND
- C. NORTH CAROLINA
- D. SOUTH CAROLINA
- E. VIRGINIA

A MAP SHOWING THE FORT AT JAMESTOWN. *E	3149
A LETTER TO A FRIEND TELLING ABOUT THE SICKNESS WHICH CAUSED MANY DEATHS. *E	3150 3150
AN OFFICIAL LETTER FROM THE KING OF ENGLAND TO LORD BALTIMORE. *B	3151 3151
PICTURES SHOWING RICE FIELDS. *D	3152
A SERIES OF PICTURES SHOWING PLANTING AND HARVESTING OF INDIGO. *D	3153 3153
A CASE, LABELED EARLY 1600, FILLED WITH PRETTY DRESSES, LACES, AND SHOES. *E	3154 3154
A WALL MAP SHOWING LARGE PINE FORESTS. *C	3155
A CONTAINER FILLED WITH GRAINS OF RICE. *D	3156
AN OFFICIAL LETTER FROM KING GEORGE OF ENGLAND TO JAMES OGLETHORPE. *A	3157 3157
A PICTURE SHOWING MEN GIRDLING TREES. *E	3158
A PICTURE OF BARRELS BEING ROLLED ON WHARVES TO A BOAT. *E	3159
A REPLICA OF A SHIP YARD. *C	3160
A PICTURE SHOWING MEN TAPPING TREES. *C	3161
A REPLICA OF A WEAIVING LOOM. *F	3162
A DIORAMA OF THE MEETING OF REPRESENTATIVES. *E	3163

STUDENTS WILL SHOW HIS ABILITY TO RECALL AND IDENTIFY WAYS IN WHICH THE LIVES OF COLONIAL AMERICANS WERE AFFECTED BY THEIR RELATIONS WITH THE INDIANS BY RELATING SIMILAR IDEAS IN GIVEN SITUATIONS. *17	0123
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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WHEN THE COLONISTS GAVE PAYMENT TO THE INDIANS IN EXCHANGE FOR LAND, THE INDIANS	2300395
A. OFTEN KILLED THEM IN A CRUEL MANNER.	2300395
*B. THOUGHT IT WAS JUST A GOOD WILL GIFT.	2300395
C. WOULD THEN MOVE INTO THE WHITE MAN'S CITIES.	2300395

D. WOULD BURN BUILDINGS BEFORE TURNING THEM OVER.

2300397

THE FIRST SETTLERS AT PLYMOUTH WOULD PROBABLY NOT HAVE SURVIVED
THE FIRST WINTER HAD IT NOT BEEN FOR

2300397

A. THE MAYFLOWER IN WHICH THEY TOOK SHELTER.

2300397

*B. THE INDIANS WHO HELPED THEM.

2300397

C. THE LARGE SUPPLY OF SALTED MEAT THEY BROUGHT WITH THEM.

2300397

D. THEIR FEAR OF RETURNING TO EUROPE.

2300397

2300397

STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF SELECTED SOCIAL CLASS-
ES OF COLONIAL AMERICA BY IDENTIFYING CHARACTERISTICS OF SLAVES
AND SERVANTS IN COLONIAL AMERICA. %5n

0132

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

IN COLONIAL AMERICA IF A SLAVE MURDERED HIS MASTER, HE WAS
OFTEN

2300422

A. IMPRISONED FOR LIFE.

2300422

B. HANGED.

2300422

*C. BURNED AT THE STAKE.

2300422

D. SOLD TO SOMEONE ELSE.

2300422

2300422

AN INDENTURED SERVANT OR BONDSERVANT WAS A PERSON WHO

2300424

A. INDIRECTLY SERVED A MASTER.

2300424

*B. WORKED TO PAY FOR HIS PASSAGE TO AMERICA.

2300424

C. WORKED TO PAY OFF A BOND HE PURCHASED FOR HIS HOME.

2300424

D. WENT INTO DEBT FOR LIFE IN ORDER TO FREE HIS CHILDREN.

2300424

2300424

MANY OF THE PEOPLE WHO CAME TO THE COLONIES HAD RECORDS OF
CRIMES COMMITTED IN ENGLAND. WHAT WAS THE MOST IMPORTANT
REASON WHY THEY WENT TO AMERICA, OTHER THAN TO JAIL

2300425

2300425

*A. THE JUDGES IN ENGLAND SENT CRIMINALS TO THE COLONIES RATHER
THAN HANG THEM.

2300425

2300425

B. THE CRIMINALS WOULD ESCAPE FROM JAIL AND FLEE TO AMERICA.

2300425

2300425

C. THE ENGLISH WERE TRYING TO USE THEM AS SPIES IN THE
COLONIES.

2300425

2300425

D. A CRIMINAL MADE THE BEST MASTER OVER THE NEGRO SLAVES.

2300425

2300425

THE NEGRO IN AMERICA WAS FIRST OFFICIALLY RECOGNIZED AS A SLAVE
FOR LIFE IN

2300426

A. 1492.

2300426

B. 1620.

2300426

*C. 1662.

2300426

D. 1714.

2300426

2300426

WHEN THE FIRST NEGROES CAME TO AMERICA, THEY WERE TREATED

2300427

A. VERY BADLY AND OFTEN BEATEN BY THEIR MASTERS.

2300427

B. WITH GREAT RESPECT AND GIVEN TOTAL FREEDOM.

2300427

*C. JUST LIKE ANY OTHER MAN WHO CAME OVER AS A SERVANT.

2300427

D. AS VERY DIFFERENT PEOPLE AND SELDOM HIRED.

2300427

2300427

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE FACTS ABOUT
LANGUAGE COMMUNICATION FOR EARLY MAN AND COLONIAL AMERICA BY
CORRECTLY CHOOSING THE ACCURATE FACTS FROM GIVEN SELECTIONS. %7n

0182

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

ONE OF THE FIRST REAL NECESSITIES FOR COMMUNICATION BY MAN WAS FOR COOPERATION IN

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2300617

- A. BUILDING A FIRE.
- B. FIGHTING ENEMY NEIGHBORS.
- C. TRAINING ANIMALS.
- *D. HUNTING ANIMALS.

AS SOON AS THE PILGRIMS LANDED IN AMERICA, THEY BEGAN TO DEVELOP AN AMERICAN LANGUAGE DIFFERENT THAN THAT SPOKEN IN ENGLAND. THE MAIN REASON WAS THAT THEY

2300618
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2300618

- A. REFJECTED MANY ENGLISH WAYS.
- B. WANTED SOMETHING THEIR VERY OWN.
- *C. FOUND MANY NEW OBJECTS FOR WHICH THEY HAD NO WORDS.
- D. HAD SEVERAL DIALECTS AND COULD NOT ALWAYS UNDERSTAND EACH OTHER.

FROM THE EARLY TIMES OF CARRYING THE MAIL UNTIL THE 16TH CENTURY, THE USE OF THE MAILS WAS MOSTLY FOR

2300619
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2300619

- A. PRIESTS.
- *B. ROYALTY.
- C. SOLDIERS.
- D. FARMERS.

THE COST OF MAILING A LETTER FROM ENGLAND TO THE PILGRIMS IN NEW ENGLAND COST

2300620
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2300620
2300620
2300620

- *A. .01
- B. .06
- C. 1.50
- D. 5.00

BY 1765 ALL EXCEPT * * COLONY%IES IN AMERICA HAD NEWSPAPERS.

2300621
2300621
2300621
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2300621

- A. 1
- *B. 2
- C. 4
- D. 6

EARLY CHINESE PAPER WAS MADE OF

2300622
2300622
2300622
2300622
2300622
2300622

- *A. RICE.
- B. COTTON.
- C. FLAX.
- D. PARCHMENT.
- F. PAPYRUS.

THE ONLY ANCIENT NON-ALPHABETIC SYSTEM OF WRITING STILL IN EXTENSIVE USE TODAY IS THAT OF THE

2300623
2300623
2300623
2300623
2300623
2300623

- A. EGYPTIANS.
- B. ROMANS.
- C. GREEKS.
- *D. CHINESE.
- F. ARABS.

STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE RELATIONSHIP

0107

BETWEEN GEOGRAPHY AND LEVEL OF TECHNOLOGY BY SELECTING THE PRIMARY MODE OF TRANSPORTATION OF A PEOPLE IN RELATION TO THEIR ENVIRONMENT AND NEEDS. %7n

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

INDIANS IN COLONIAL AMERICA OFTEN TRAVELED BY CANOE BECAUSE THEY

2300304

A. HAD NOT YET DEVELOPED THE TRAVOIS.

2300304

*B. FOUND IT FASTER AND MORE CONVENIENT.

2300304

C. HAD NOT YET DOMESTICATED THE HORSE.

2300304

D. FOUND IT SAFER THAN THE SAILBOAT.

2300304

THE FIRST COLONISTS IN AMERICA DID VERY LITTLE TRAVELING BECAUSE

2300305

A. THEY HAD ALREADY TRAVELED ENOUGH GETTING TO AMERICA.

2300305

B. THERE WERE NO ROADS THROUGH THE FORESTS.

2300305

C. THEY HAD NO CARTS OR HORSES.

2300305

*D. ALL OF THE ABOVE

2300305

AFTER THE REVOLUTIONARY WAR, SOME PRIVATE AMERICAN COMPANIES BEGAN BUILDING ROADS AND CHARGING PEOPLE TO TRAVEL ON THEM.

2300306

THESE ROADS WERE CALLED

2300306

A. AMERICAN TRAILS.

2300306

B. OVERPASS ROUTES.

2300306

C. FRONTIER PASSES.

2300306

*D. TOLL ROADS.

2300306

WHEN THE FIRST AMERICAN COLONISTS TRAVELED, IT WAS USUALLY

2300307

A. ON HORSEBACK.

2300307

B. IN A COVERED WAGON.

2300307

*C. BY WATER.

2300307

D. BY OXCART.

2300307

WHEN THE PEOPLE OF THE ENGLISH COLONIES DID TRAVEL IT WAS USUALLY IN THE

2300308

A. SPRING.

2300308

B. SUMMER.

2300308

C. FALL.

2300308

*D. WINTER.

2300308

IN COLONIAL AMERICA A STAGECOACH COULD TRAVEL UP TO* MILES A DAY.

2300309

A. 1

2300309

*B. 10

2300309

C. 50

2300309

D. 100

2300309

2300309

THE STUDENT WILL SHOW HIS KNOWLEDGE OF HOW EARLY COLONIAL FARMERS IN VIRGINIA RAISED TOBACCO BY ARRANGING EVENTS IN CHRONOLOGICAL ORDER. %6n

0427

DIRECTIONS - THE PHRASES BELOW DESCRIBE SOME OF THE THINGS THE EARLY SETTLERS IN VIRGINIA DID TO RAISE TOBACCO. DECIDE WHICH ONE A SETTLER WOULD DO FIRST, SECOND, ETC. WRITE THE CORRECT NUMBER NEXT TO EACH PHRASE.

CUTTING THE TOBACCO *4

279

3125

CULTIVATING THE PLANTS *3	3126
GIRDLING THE TREES *1	3127
DRYING THE TOBACCO *5	3128
PREPARING THE SOIL *2	3129
SHIPPING THE TOBACCO TO ENGLAND *6	3130

STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF FARM ANIMALS BY
SELECTING CHARACTERISTICS OF THEIR USE IN COLONIAL AMERICA
FROM GIVEN LISTS. *30 0128

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES. 0001

IN AMERICAN COLONIES THE LAW CONCERNING FARM ANIMALS
STATED THAT THEY 2300410
A. SHOULD BE KEPT TIED. 2300410
B. MUST BE KEPT FENCED. 2300410
*C. MAY ROAM AT LARGE. 2300410
D. MAY NOT BE YOKED. 2300410

COLONIAL AMERICAN FARMERS OFTEN USED OXEN INSTEAD OF HORSES. 2300411
OXEN ARE 2300411
A. STRONGER THAN HORSES. 2300411
B. CALMER THAN HORSES. 2300411
C. SLOWER THAN HORSES. 2300411
*D. ALL OF THE ABOVE 2300411

THE PRINCIPAL WORKING ANIMAL ON THE COLONIAL AMERICAN FARMS 2300412
WAS THE 2300412
A. HORSE. 2300412
*B. OX. 2300412
C. MULE. 2300412
D. GOAT. 2300412

THE STUDENT WILL SHOW HIS ABILITY TO RECALL AND RECOGNIZE CHARAC- 0185
TERISTICS OF AGRICULTURAL PRACTICE IN COLONIAL AMERICA BY MATCH-
ING CHARACTERISTICS TO THE PRACTICE. *20

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES. 0001

FRIENDLY INDIANS TAUGHT THE COLONIAL AMERICANS TO GROW A 2300635
NEW WORLD CROP CALLED 2300635
A. RICE. 2300635
B. COTTON. 2300635
*C. CORN. 2300635
D. WHEAT. 2300635
E. RYE. 2300635

FARMING METHODS OF THE FIRST COLONIAL AMERICANS WERE ABOUT 2300636
AS ADVANCED AS 2300636

- | | |
|--|---------|
| A. AMERICAN FARMERS OF THE 19TH CENTURY. | 2300636 |
| B. FRENCH FARMERS OF TODAY. | 2300636 |
| *C. ANCIENT EGYPTIAN FARMERS OF 1,000 B.C. | 2300636 |
| D. ROMAN FARMERS ABOUT 200 A.D. | 2300636 |

THE STUDENT WILL SHOW THAT HE IS ABLE TO RECALL CHARACTERISTICS OF MANUFACTURING IN COLONIAL AMERICA BY SELECTING THESE CHARACTERISTICS FROM A GIVEN LIST OF CHOICES. %10 0122

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

MANUFACTURED ARTICLES THAT WERE PRODUCED BY COLONIAL AMERICANS WERE EACH UNIQUE MAINLY BECAUSE 2300394

*A. THEY WERE ALL MADE BY HAND IN THOSE DAYS.	2300394
B. THEY WERE MADE TO FIT THE PERSONALITY OF THE PURCHASER.	2300394
C. THE PERSON USING THEM MADE THEM.	2300394
D. THE INDIANS INFLUENCED THE STYLES OF THE COLONISTS.	2300394

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING THE *BEST* TITLE FOR IT AFTER READING A GIVEN SELECTION. %20 0424

DIRECTIONS - READ EACH OF THE FOLLOWING STORIES CAREFULLY. CHOOSE THE BEST TITLE FOR EACH OF THE STORIES.

MR. VAN DYKE LIVED IN NEW YORK CITY LONG AGO. HE BOUGHT MANY HIDES FROM TRADERS WHO CAME TO NEW YORK. THEN HE MADE SHOES FROM THE HIDES. 3084

I CAN MAKE FIVE PAIRS OF SHOES FROM EACH OF THESE HIDES. HE TOLD HIS WIFE. I CAN SELL THE SHOES FOR MORE MONEY THAN I PAID FOR THE HIDES. PEOPLE LIKE THE GOOD WORK I DO ON SHOES. 3084

MR. VAN DYKE AND HIS WIFE BOUGHT A HOME IN NEW YORK AND LIVED VERY WELL ON THE MONEY HE MADE ON THE SHOES. 3084

THE *BEST* TITLE FOR THIS STORY IS 3084

- | | |
|-------------------------------------|------|
| A. HOW TO BUY HIDES | 3084 |
| *B. SKILL MAKES HIDES MORE VALUABLE | 3084 |
| C. HIDES ARE ANIMAL SKINS | 3084 |
| D. A NEW HOME IN NEW YORK | 3084 |

ENGLAND WAS THE SECOND COUNTRY TO START A LASTING COLONY IN AMERICA. THIS ENGLISH COLONY WAS STARTED BY A GROUP OF TRADERS WHO WANTED TO MAKE MONEY. 3085

A GROUP OF MEN PUT THEIR MONEY TOGETHER TO FORM A COMPANY. THEY ALL BECAME OWNERS OF THE COMPANY. THE GROUP CALLED THEMSELVES THE LONDON COMPANY. 3085

THE KING OF ENGLAND GAVE THE COMPANY LAND FOR A COLONY. 3085

THE LONDON COMPANY USED ITS MONEY TO BUY SHIPS AND SUPPLIES AND TO SEND PEOPLE TO SETTLE ITS COLONY. 3085

THE *BEST* TITLE FOR THIS STORY IS 3085

- | | |
|---|------|
| A. HOW A COLONY HELPED THE LONDON COMPANY | 3085 |
| B. MANY MEN BECAME OWNERS OF THE LONDON COMPANY | 3085 |
| *C. HOW THE LONDON COMPANY WAS STARTED | 3085 |

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %60 0308

DIRECTIONS - AFTER THE GIVEN SENTENCES ARE LISTED SOME FACTS. STUDY EACH OF THESE FACTS AND IF YOU BELIEVE THAT IT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CIRCLE THE WORD *YES.* IF YOU BELIEVE THAT THE FACT DOES NOT HELP TO PROVE THE GENERAL STATEMENT, CIRCLE THE WORD *NO.* 0234

SAMUEL SLATER WAS AN ENGLISHMAN WHO BROUGHT TO AMERICA THE SECRET OF THE MACHINE WEAVING OF TEXTILES. HE BUILT THE FIRST AMERICAN TEXTILE MILL AT PAWTUCKET, RHODE ISLAND.

SLATER LIVED IN NEW YORK. 2681
A. YES 2681
*B. NO 2681

PAWTUCKET WAS CHOSEN BECAUSE OF THE AVAILABLE WATER POWER TO RUN SLATERS MILL. 2682
*A. YES 2682
B. NO 2682

SLATER WORKED AS A BRICK LAYER BEFORE WORKING IN A BRITISH FACTORY. 2683
A. YES 2683
*B. NO 2683

IT WAS AGAINST THE LAW TO TAKE THE BLUEPRINTS OF MACHINERY OUT OF ENGLAND. 2684
*A. YES 2684
B. NO 2684

SLATER WAS OF GERMAN BACKGROUND EVEN THOUGH HE WAS BORN IN ENGLAND. 2685
A. YES 2685
*B. NO 2685

SLATERS WIFE CAME TO THE U. S. WITH HIM. 2686
A. YES 2686
*B. NO 2686

STUDENTS WILL SHOW HIS ABILITY TO RECALL AND SELECT CHARACTERISTICS OF COLONIAL AMERICAN HOMES BY MATCHING CHARACTERISTICS IN GIVEN SITUATIONS. %30 0120

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

THE FLOORS IN THE HOUSES OF COLONIAL AMERICANS WERE USUALLY DIRTY WITH THE EXCEPTION OF THOSE IN NEW 2300388
A. ENGLAND. 2300388
*B. NETHERLAND. 2300388

- C. FRANCE.
- D. SPAIN.

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2300388

WINDOWS IN THE HOMES OF EARLY COLONIAL SETTLERS WERE QUITE SMALL BECAUSE

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- A. THEY PROVIDED PRIVACY FOR THE PEOPLE.
- B. THE INDIANS COULD NOT SHOOT INSIDE AS EFFECTIVELY.
- *C. GLASS WAS IMPORTED AND EXPENSIVE IN THOSE DAYS.
- D. IT WAS EASIER TO CONSTRUCT A WALL WITH SMALLER OPENINGS.

MANY OF THE HOUSES IN COLONIAL NEW ENGLAND HAD CELLARS BECAUSE THEY

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2300390

- A. HAD HAD THEM IN ENGLAND.
- *B. NEEDED THEM FOR FROST-FREE STORAGE.
- C. HID IN THEM WHEN ATTACKED.
- D. HELD SECRET RELIGIOUS MEETINGS IN THEM.

THE STUDENT WILL SHOW HIS KNOWLEDGE OF HOMES AND SCHOOLS IN PLYMOUTH COLONY BY CLASSIFYING GIVEN EXAMPLES. %20

0434

DIRECTIONS - LISTED BELOW ARE SOME SENTENCES. READ EACH CAREFULLY. IF THE STATEMENT IS TRUE ABOUT THE PLYMOUTH COLONY, CIRCLE THE *A*. IF IT IS FALSE, CIRCLE THE *B*.

THE PILGRIMS HAD *NO* MATCHES. *A

3128

IF THE FIRE DIED IT WAS STARTED BY RUBBING STICKS TOGETHER. *B

3129

MOST OF THE FAMILIES IN PLYMOUTH LIVED ON FARMS. *B

3130

MOST OF THEIR CLOTHES WERE HOMEMADE. *A

3131

BREAKFAST WAS USUALLY CORNMEAL MUSH AND MILK. *A

3132

THEIR HOMES WERE *ALWAYS* WARM. *B

3133

THEY ATE THEIR BIG MEAL AT NOON. *A

3134

THE OLDER CHILDREN USED A WIDE BOARD FOR A DESK. *A

3135

THE CHILDREN WORKED SUMS ON A CHALKBOARD. *B

3136

THE CHILDREN USED PENS MADE FROM A WING FEATHER OF A TURKEY OR CHICKEN. *A

3137
3137

THE CHILDREN READ INTERESTING STORIES. *B

3138

HORNBOOKS WERE MADE OF THIN PIECES OF WOOD. *A

3139

THE CHILDREN LEARNED THEIR NUMBERS, THEIR ABC'S, AND TO READ THE BIBLE. *A

3140
3140

THE PARENTS PAID THE TEACHERS WITH MONEY. *B

3141

THE PARENTS DONATED THE WOOD TO HEAT THE SCHOOL. *A

3142

THE BIG MEAL OFTEN CONSISTED OF CODFISH. *A

3143

THE FAMILY ATE ON PEWTER PLATES. *B 3144

THEY ATE WITH WOODEN OR PEWTER SPOONS. *A 3145

WATER WAS KEPT IN BUCKETS MADE OF CLAY. *B 3146

THE WOMEN HAD MANY KINDS OF WORK TO DO IN THE HOME. *A 3147

THE STUDENT WILL DISPLAY HIS KNOWLEDGE OF THE COSTUMES OF COLONIAL AMERICANS BY RELATING THEM TO THEIR DAILY LIVES. %4 0129

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

CHILDREN WERE DRESSED EXACTLY LIKE ADULTS IN COLONIAL AMERICA, AFTER THEY WERE 2300413

*A. 6 YEARS OLD. 2300413

B. 12 YEARS OLD. 2300413

C. 16 YEARS OLD. 2300413

*D. 21 YEARS OLD. 2300413

SHOES WORE OUT SOONER IN COLONIAL AMERICA MAINLY BECAUSE 2300414

A. THEY WERE NOT WELL MADE. 2300414

B. THEY WERE NOT TAKEN CARE OF WELL. 2300414

C. ONLY THE WORKMEN WORE SHOES. 2300414

*D. PEOPLE WALKED NEARLY EVERYWHERE. 2300414

THE FIRST MATERIAL USED TO MAKE CLOTHES BY NEW ENGLAND COLONISTS WAS 2300415

A. WOOL. 2300415

B. COTTON. 2300415

C. BURLAP. 2300415

*D. LINEN. 2300415

THE DRESS OF THE FIRST SETTLERS AT PLYMOUTH WAS PRIMARILY DETERMINED BY WHAT 2300416

A. THE FRIENDLY INDIANS LOANED THEM. 2300416

B. THEY COULD MAKE FROM THE SKINS OF ANIMALS. 2300416

*C. PEOPLE OF THEIR SOCIAL CLASS IN ENGLAND WERE WEARING. 2300416

D. THE EARLIER SPANISH SETTLERS HAD WORN. 2300416

THE STUDENT WILL SHOW HE IS ABLE TO RECALL THE CHARACTERISTICS AND EFFECTS OF THE STANDARD OF HEALTH OF COLONIAL AMERICANS BY SELECTING CORRECT ANSWERS IN GIVEN SITUATIONS. %4 0125

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

IN COLONIAL AMERICA, DEATH STRUCK ALL AGES AND ALL CLASSES, HOWEVER, THE MOST DANGEROUS TIME WAS 2300399

*A. IN INFANCY. 2300399

B. DURING THE EARLY TEENS. 2300399

C. DURING MIDDLE AGE. 2300399

D. IN OLD AGE. 2300399

THE HEALING ABILITY OF MOST OF THE DOCTORS IN COLONIAL AMERICA SEEMED TO BE ABOUT THE SAME AS THAT OF	2300400
A. THE PLANTER'S WIFE.	2300400
B. THE INDIAN MEDICINE MAN.	2300400
C. THE IMPORTED EUROPEAN DOCTOR.	2300400
*D. ALL OF THE ABOVE	2300400

THE JOB OF THE DENTIST IN COLONIAL AMERICA WAS OFTEN DONE BY	2300401
A. STRONG MEN.	2300401
B. BARBERS.	2300401
C. BLACKSMITHS.	2300401
*D. ALL OF THE ABOVE	2300401

TO BE MARRIED MORE THAN ONE TIME DURING A LIFETIME IN COLONIAL AMERICA WAS	2300402
A. UNHEARD OF.	2300402
B. UNUSUAL.	2300402
*C. COMMON.	2300402
D. REQUIRED.	2300402

THE STUDENT WILL SHOW HIS ABILITY TO RECALL METHODS OF PUNISHMENT USED BY COLONIAL AMERICANS BY MATCHING THE METHOD TO THE OFFENSE.	0127
%10	

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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THE PURITANS FELT THAT IT WAS THEIR DUTY TO PUNISH PEOPLE WHO SINNED. THEIR MOST FREQUENTLY USED METHOD ALWAYS INVOLVED	2300405
A. PHYSICALLY PUNISHING THEM.	2300405
*B. HUMILIATING THEM.	2300405
C. JAILING THEM.	2300405
D. SENDING THEM BACK TO ENGLAND.	2300405

THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING THE VALIDITY OF CONCLUSIONS.	%50
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DIRECTIONS - READ THE STORY BELOW CAREFULLY AND THEN READ EACH OF THE STATEMENTS FOLLOWING IT. DECIDE WHETHER THE STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE STORY.

THE LONDON COMPANY SENT A MAN FROM ENGLAND TO HELP THE COLONIES TO MAKE LAWS. HE WAS THE GOVERNOR OF THE COLONY. THE GOVERNOR AND THE MEN WHO HELPED HIM WERE KNOWN AS THE GOVERNORS COUNCIL, BUT MOST OF THE LAWS WERE STILL MADE BY A COUNCIL IN ENGLAND.	3115
THE NEW GOVERNOR CALLED THE PLANTERS TOGETHER AND THEY DECIDED TO HAVE SEVERAL PLANTATIONS JOIN TOGETHER TO FORM A COUNTY. THE PLANTERS IN THE COUNTY SENT TWO MEN TO JAMESTOWN TO REPRESENT THEM IN THE ASSEMBLY. THERE IN ONE BIG MEETING THEY HELPED MAKE MANY OF THE RULES FOR VIRGINIA.	3115
THE FIRST MEETING OF THESE REPRESENTATIVES WAS VERY IMPORTANT. FOR THE FIRST TIME IN AMERICA MEN HELPED TO MAKE THEIR OWN LAWS. TODAY IN THE UNITED STATES, WE FOLLOW THE SAME PLAN.	3115

THE LONDON COMPANY WAS A POWERFUL COMPANY.	3115
*A. PROBABLY TRUE	3115
B. PROBABLY FALSE	3115
C. CAN'T SAY	3115

THE COLONISTS DID *NOT* LIKE THE FIRST GOVERNOR.	3116
A. PROBABLY TRUE	3116
B. PROBABLY FALSE	3116
*C. CAN'T SAY	3116

THE PLANTERS LIKED TO HAVE THEIR LAWS MADE IN ENGLAND.	3117
A. PROBABLY TRUE	3117
*B. PROBABLY FALSE	3117
C. CAN'T SAY	3117

THE ASSEMBLY MEETINGS WERE HAPPY TIMES.	3118
A. PROBABLY TRUE	3118
B. PROBABLY FALSE	3118
*C. CAN'T SAY	3118

THE LAWS MADE IN THE FIRST ASSEMBLY MEETING WERE GOOD ONES.	3119
A. PROBABLY TRUE	3119
B. PROBABLY FALSE	3119
*C. CAN'T SAY	3119

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE CHARACTERISTICS OF GOVERNMENTAL ORGANIZATION IN COLONIAL AMERICA BY IDENTIFYING THEM IN GIVEN SITUATIONS. %30	0130
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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THE PERSON WITH THE MOST POLITICAL CONTROL IN EARLY NEW ENGLAND COLONIES WAS USUALLY THE	2300417
*A. OLDEST MAN.	2300417
B. MOST EXPERIENCED MAN.	2300417
C. STOREKEEPER.	2300417
D. PREACHER.	2300417

IN EARLY NEW ENGLAND EVERY VOTER HAD AN EQUAL CHOICE IN THE GOVERNMENT. A MAN COULD VOTE IF HE	2300418
A. OWNED LAND.	2300418
B. WAS A CHURCH MEMBER.	2300418
*C. BOTH OF THE ABOVE	2300418

THE WORD COMMON IN EARLY NEW ENGLAND COLONIES REFERRED TO THE	2300419
A. MEETING HOUSE.	2300419
B. CHURCH BUILDING.	2300419
*C. PASTURE USED BY ALL.	2300419
D. ORDINARY MAN.	2300419

THE STUDENT WILL SHOW HIS RECOGNITION OF THE RELATIONSHIPS BETWEEN THE COLONIAL AMERICANS AND THE MOTHER COUNTRIES IN EUROPE BY CHOOSING THE CORRECT ANSWER FROM A GIVEN LIST. %50	0133
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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE FIRST RECORD OF EUROPEANS COMING TO NORTH AMERICA WITH THE IDEA OF STAYING WAS IN

- A. 1492.
- *B. 1564.
- C. 1603.
- D. 1776.

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TO TRAVEL FROM THE AMERICAN COLONIES TO ENGLAND TOOK ABOUT

- A. A WEEK.
- *B. A MONTH.
- C. THREE MONTHS.
- D. SIX MONTHS.

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LATE IN THE SEVENTEENTH CENTURY WHEN ENGLAND TRIED TO GRAB ALL THE PROFITS FROM HER COLONIES BY RESTRICTING THEIR IMPORTS, THE COLONISTS

- A. STOPPED TRADING.
- B. TRADED ONLY WITH THE FRENCH.
- C. TRADED ONLY WITH THE INDIANS.
- *D. STARTED SMUGGLING.

2300430
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OFFICIALLY THE COLONIAL PERIOD IN OUR COUNTRY ENDED IN

- A. 1492.
- B. 1588.
- C. 1619.
- D. 1752.
- *F. 1776.

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THE COLONISTS IN THE SOUTH IMPORTED ITEMS FROM ENGLAND WHILE THOSE OF THE NORTH OFTEN DID NOT BECAUSE

- A. THE SOUTHERNERS GOT ALONG BETTER WITH THE MOTHER COUNTRY.
- B. THE NORTHERNERS PREFERRED TO REMAIN INDEPENDENT.
- *C. THE SOUTHERNERS COULD EXPORT TOBACCO TO GET MONEY.
- D. THE NORTHERNERS TRADED MORE WITH THE INDIANS AND DID NOT NEED EUROPEAN GOODS.

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THE EARLY SETTLERS AT JAMESTOWN DID LITTLE TO PLANT CROPS OR CONSTRUCT SOLID AND ATTRACTIVE BUILDINGS BECAUSE

- A. THEY WERE MOSTLY FROM CITIES AND DID NOT KNOW HOW.
- *B. THEY WERE IN AMERICA FOR GOLD AND NOT FOR A HOME.
- C. THE INDIANS PREVENTED THEM FROM DOING THESE THINGS.
- D. THEY WERE SO BUSY HUNTING AND GATHERING THAT THERE WAS NO TIME LEFT.

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4. U.S. CONSTITUTION

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE ARTICLES OF CONFEDERATION AND THE CONSTITUTION BY LABELING A SERIES OF STATEMENTS. %90

- A. IF IT REFERS TO THE ARTICLES

4. IF IT REFERS TO THE CONSTITUTION

HAVE THE CONGRESS THE RIGHT TO MAKE LAWS FOR ALL THE PEOPLE. *B 2301870

STATE BOUNDARIES HAD TO BE SETTLED BEFORE IT WENT INTO EFFECT. 2301872

FA

THE CONTINENTAL CONGRESS WAS THE NATIONAL GOVERNMENT. *A 2301873

MADE NO PROVISION FOR EXECUTIVE AUTHORITY. *A 2301874

THE LAWS OF THE FEDERAL GOVERNMENT BECAME THE HIGHEST LAW OF 2301875

THE LAND. *B 2301875

THOSE WHO OPPOSED IT WERE CALLED ANTI-FEDERALISTS. *B 2301876

CONGRESS COULD NOT RAISE MONEY DIRECTLY. *A 2301877

THE PEOPLE WERE TO CHOOSE A PRESIDENT AND MEMBERS OF CONGRESS. 2301878

FR

CONGRESS HAD NO POWER TO ENFORCE LAWS. *A 2301880

5. MONROE DOCTRINE

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE VALUE OF THE 0046

MONROE DOCTRINE TO LATIN AMERICA BY CITING AN EXAMPLE WHERE THE

MONROE DOCTRINE HAS PROVED VALUABLE. %10

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF 0001

CHOICES.

IN 1823, PRESIDENT MONROE WARNED THE REST OF THE WORLD THAT THE 2300060

UNITED STATES WOULD NOT PERMIT EUROPEAN NATIONS TO BUILD NEW 2300060

COLONIES IN LATIN AMERICA. THE *BEST* REASON THAT THIS WARNING, 2300060

CALLED THE MONROE DOCTRINE, HELPED LATIN AMERICA IS THAT IT 2300060

A. KEPT THE NEW NATIONS OF SOUTH AMERICA FROM FIGHTING WITH 2300060

EACH OTHER. 2300060

B. SET UP NEW SCHOOLS FOR THE EDUCATION OF THE INCA INDIANS. 2300060

C. FORCED THE GREAT NATIONS OF EUROPE TO SEND LARGER ARMIES 2300060

TO THEIR OLD COLONIES IN LATIN AMERICA. 2300060

*D. LEFT LATIN AMERICA ALONE TO BEGIN ITS OWN GROUP OF NATIONS. 2300060

6. THE WAR BETWEEN THE STATES

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL 0305

ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %10

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. 208 0221

SOME OF THE IMPORTANT EVENTS THAT PRECEDED THE CIVIL WAR INCLUDED THE COMPROMISE OF 1850, THE SEVENTH-OF MARCH SPEECH BY DANIEL WEBSTER, THE KANSAS-NEBRASKA, THE FORMATION OF THE REPUBLICAN PARTY, TROUBLE IN KANSAS, THE DRED SCOTT CASE, THE LINCOLN-DOUGLAS DEBATES, AND THE ELECTION OF LINCOLN AS PRESIDENT. IN 1860 AS THE NEWLY ELECTED PRESIDENT SAID FAREWELL TO SPRINGFIELD, ILLINOIS, BEFORE LEAVING FOR WASHINGTON, CERTAIN PEOPLE IN THE SOUTH WERE ALREADY THINKING OF SECESSION FROM THE UNION.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.

- A. THE MAIN CAUSE OF THE CIVIL WAR WAS THE ELECTION OF LINCOLN. 2638
- *B. THERE WERE MANY EVENTS THAT LED TO THE SECESSION OF THE SOUTH FROM THE UNION CULMINATED BY THE ELECTION OF LINCOLN IN 1860. 2638
- C. LINCOLN LEFT FOR WASHINGTON AFTER BEING ELECTED PRESIDENT IN 1860. 2638

THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY CLASSIFYING GIVEN PHRASES. %10

DIRECTIONS - IF YOU WISHED TO PROVE THAT ABRAHAM LINCOLN WAS ONE OF THE GREAT PRESIDENTS OF OUR COUNTRY, WHICH OF THE FOLLOWING STATEMENTS COULD YOU USE AS PROOF? MARK *A* BEFORE THE STATEMENT IF YOU COULD USE IT AS PROOF. MARK *B* IF YOU COULD NOT USE IT. 0083

HE ISSUED THE ORDER THAT FREED THE SLAVES. *A 2777

HE WAS A LAWYER IN ILLINOIS. *B 2778

HE WAS ASSASSINATED. *B 2779

HE WROTE THE GETTYSBURG ADDRESS. *A 2780

HE LIKED TO READ. *H 2781

HE WAS PRESIDENT DURING THE CIVIL WAR. *A 2782

HE IS BURIED IN ILLINOIS. *B 2783

HIS HEAD IS ON A U. S. COIN. *A 2784

THERE IS A MONUMENT FRECTED TO HIM IN WASHINGTON, D. C. *A 2785

HE WORE A BEARD AND A TALL BLACK HAT. *B 2786

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN MEN WHO WERE ASSOCIATED WITH THE NORTH AND THOSE ASSOCIATED WITH THE SOUTH DURING THE CIVIL WAR. %14

DIRECTIONS

THE FOLLOWING LIST OF MEN WERE CONNECTED WITH THE CIVIL WAR. IF THE MAN WAS DIRECTLY CONNECTED WITH THE NORTH, CIRCLE THE *N*.

IF THE MAN WAS DIRECTLY CONNECTED WITH THE SOUTH, CIRCLE THE *S*.

JEFFERSON DAVIS *S	2302038
IRVIN MC DOWELL *N	2302039
PIERRE T. BEAUREGARD *S	2302040
GEORGE B. MC CLELLAN *N	2302041
STONEWALL JACKSON *S	2302042
ALBERT S. JOHNSTON *S	2302043
WILLIAM SHERMAN *N	2302044
JAMES LONGSTREET *S	2302045
DAVID G. FARRAGUT *N	2302046
ROBERT E. LEE *S	2302047
ULYSSES S. GRANT *N	2302048
STEPHEN A. DOUGLAS *N	2302049
HARRIET BEECHER STOWE *N	2302050
MAJOR ROBERT ANDERSON *N	2302051

7. IMMIGRATION

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET STATISTICAL INFORMATION AS DERIVED FROM GRAPHS AND TABLES BY SELECTING THE BEST RESPONSE TO QUESTIONS ABOUT POPULATION SHIFTS. %80

USE THE IMMIGRATION GRAPH TO ANSWER THE FOLLOWING QUESTIONS.
UNDERLINE THE PHRASE WHICH BEST COMPLETES EACH STATEMENT.

THE TIME OF GREATEST IMMIGRATION WAS ALSO THE TIME OF	2301433
A. DEPRESSION.	2301433
B. WESTWARD EXPANSION.	2301433
C. INDUSTRIAL GROWTH.	2301433
D. CIVIL WAR.	2301433
THE EUROPEANS WHO FIRST CAME FROM EUROPE WERE MOSTLY FROM	2301434
A. NORTHERN AND WESTERN EUROPE.	2301434
B. RUSSIA AND COUNTRIES OUTSIDE OF EUROPE.	2301434
C. SOUTHERN AND EASTERN EUROPE.	2301434
D. NORTHERN AND SOUTHERN EUROPE.	2301434
THE GREATEST NUMBER OF SOUTHERN AND EASTERN EUROPEANS ENTERED THE UNITED STATES BETWEEN	2301435
A. 1890-1900.	2301435
B. 1940-1950.	2301435

- C. 1910-1920.
- *D. 1900-1910.

2301435
2301435

THE GREATEST WAVE OF IMMIGRATION FROM SOUTHERN AND EASTERN EUROPE CAME DURING

1436
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2301436

- A. A PERIOD OF WAR.
- B. A PERIOD OF DEPRESSION.
- *C. A PERIOD OF INDUSTRIAL GROWTH.
- D. A PERIOD OF FARM GROWTH.

IN 1790, THE PERCENTAGE OF AMERICANS LIVING IN RURAL AREAS WAS

2301437
2301437
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2301437

- *A. 95%.
- B. 80%.
- C. 10%.
- D. 5%.

IN 1790, THE PERCENTAGE OF PEOPLE WHO LIVED IN URBAN AREAS WAS

2301438
2301438
2301438
2301438
2301438

- A. 90%.
- *B. 5%.
- C. 15%.
- D. 40%.

IN 1965 THE PERCENTAGE OF PEOPLE LIVING IN RURAL AREAS WAS

2301439
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2301439

- *A. 35%.
- B. 65%.
- C. 60%.
- D. 20%.

IN 1965 THE PERCENTAGE OF PEOPLE LIVING IN URBAN AREAS WAS

2301440
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2301440
2301440

- *A. 65%.
- B. 35%.
- C. 20%.

THE STUDENT WILL BE ABLE TO RECOGNIZE THE PROBLEMS DIFFERENT NATIONALITIES AND RACES HAD AS THEY ENCOUNTERED AN ESTABLISHED CULTURE AND THE WAYS IN WHICH THEY TRIED TO SOLVE THEM IN GIVEN SITUATIONS. %8

DIRECTIONS-- CIRCLE THE LETTER OF THE BEST CHOICE.

MANY IMMIGRANTS FELT LONELY IN AMERICA BECAUSE

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- *A. THE CUSTOMS OF THEIR COUNTRIES WERE DIFFERENT.
- B. THEY COULDN'T FIND A PLACE TO LIVE.
- C. THEY COULDN'T FIND GOOD JOBS.
- D. THEY WEREN'T ABLE TO READ.

MANY AMERICANS DISLIKED THE IMMIGRANTS BECAUSE OF ALL OF THE FOLLOWING *EXCEPT*

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2301442

- A. THE AMERICANS FEARED THE IMMIGRANTS WOULD TAKE THEIR JOBS.
- B. THE CUSTOMS OF IMMIGRANTS SEEMED STRANGE.
- *C. THE AMERICANS THOUGHT THE IMMIGRANTS WERE TOO ROUGH.
- D. SOME OF THE IMMIGRANTS WERE NOT USED TO A DEMOCRATIC WAY OF LIFE.

MANY IMMIGRANTS PROTECTED THEMSELVES BY

2301443
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2301443
2301443

- *A. CHANGING PARTS OF CITIES INTO ISLANDS.
- B. WORKING HARDER THAN AMERICANS.
- C. LEARNING A LOT MORE THAN AMERICANS.

D. FIGHTING WITH THEIR AMERICAN NEIGHBORS.	2301443
MOST IMMIGRANTS FROM SOUTHERN AND EASTERN EUROPE CHOSE TO LIVE IN THEIR OWN COMMUNITIES IN	2301444
A. THE COUNTRY.	2301444
B. THE WEST.	2301444
*C. THE CITIES.	2301444
D. THE FORESTS.	2301444
IMMIGRANTS FROM NORTHERN EUROPE WERE MOSTLY ACCEPTED BY AMERICANS BECAUSE	2301445
*A. THEY SEEMED MORE LIKE AMERICANS.	2301445
B. THEY HAD LOTS OF NEEDED SKILLS.	2301445
C. THEY HAD MORE MONEY.	2301445
D. THEY COULD SPEAK ENGLISH.	2301445
IN COMPARISON WITH NORTHERN EUROPEAN IMMIGRANTS, PEOPLE FROM SOUTH AND EAST EUROPE WERE	2301446
A. VERY WELL ACCEPTED.	2301446
*B. NOT AS WELL ACCEPTED.	2301446
C. WERE LIKED BY THE IRISH.	2301446
D. WERE LIKED BY THE ENGLISH.	2301446
	1446
THE GROUP WHOSE MEMBERS SETTLED BOTH IN CITIES AND IN THE WEST WAS THE	2301447
*A. GERMANS.	2301447
B. IRISH.	2301447
C. ITALIANS.	2301447
D. GREEKS.	2301447
THE IRISH PEOPLE WHO SETTLED HERE AFTER 1850 CHOSE TO LIVE IN	2301448
A. SOUTHERN CITIES.	2301448
B. WESTERN FARMS.	2301448
*C. NORTHEASTERN CITIES.	2301448
D. GOLD MINING REGIONS.	2301448

THE STUDENT WILL BE ABLE TO RECOGNIZE THE REASONS FOR THE IMMIGRATION OF VARIOUS GROUPS BY IDENTIFYING THESE REASONS FROM A LIST OF RESPONSES. %1□ 0324

DIRECTIONS - SELECT THE ANSWER WHICH BEST COMPLETES EACH STATEMENT. PLACE THE LETTER OF YOUR ANSWER TO THE LEFT OF EACH ITEM.

IMMIGRANT GROUPS LEFT THEIR HOME LANDS BECAUSE OF ALL OF THE FOLLOWING REASONS *EXCEPT*	2196
A. RELIGIOUS PERSECUTION.	2196
B. POLITICAL INJUSTICE.	2196
C. ECONOMIC HARDSHIPS.	2196
*D. NATIVE LOYALTIES.	2196

THE STUDENT WILL ANALYZE A GIVEN SITUATION AND PREDICT THE RATE OF ASSIMILATION OF VARIOUS INDIVIDUALS INTO A 19TH CENTURY AMERICAN COMMUNITY. %4□

READ THE PARAGRAPH, THEN UNDERLINE THE ANSWER WHICH BEST

COMPLETES EACH STATEMENT.

THERE WERE SEVERAL NEW CHILDREN IN THE FRONTIER COMMUNITY OF DODGE CITY THIS YEAR %1883%. THERE WAS ANDREW LEE, A CHINESE BOY WHO COULD NOT SPEAK ENGLISH. THERE WAS ALSO MARY BROWN, AN ENGLISH GIRL WHO WAS OF THE PROTESTANT FAITH AND SALLY HARRIGAN, AN IRISH GIRL OF THE ROMAN CATHOLIC FAITH. FAITH JOHNSON, AN IRISH PROTESTANT, ARRIVED LATER IN THE YEAR AS DID DOMNIC ARIB, A DARK SKINNED MOSLEM BOY.

MARY BROWN WILL PROBABLY BE ACCEPTED

- *A. IMMEDIATELY. 2301449
- B. AFTER A WHILE. 2301449
- C. NOT FOR A LONG TIME. 2301449
- D. AFTER SALLY HARRIGAN. 2301449

SALLY HARRIGAN WILL PROBABLY BE ACCEPTED

- *A. BEFORE ANDREW LEE. 2301450
- B. BEFORE MARY BROWN. 2301450
- C. BEFORE FAITH JOHNSON. 2301450
- D. AFTER DOMONIC ARIB. 2301450

DOMONIC ARIB WILL PROBABLY BE ACCEPTED

- *A. AFTER EVERYONE ELSE. 2301451
- B. BEFORE EVERYONE ELSE. 2301451
- C. BEFORE MARY BROWN. 2301451
- D. BEFORE ANDREW LEE. 2301451

ANDREW LEE WILL PROBABLY BE ACCEPTED BEFORE

- *A. DOMONIC ARIB. 2301452
- B. SALLY HARRIGAN. 2301452
- C. FAITH JOHNSON. 2301452
- D. MARY BROWN. 2301452

8. WORLD WAR I

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH WOULD BE *MOST* DIFFICULT TO PROVE. %10% 0304

DIRECTIONS - IN EACH SET OF STATEMENTS, ONE OF THE FOUR ITEMS WOULD BE MORE DIFFICULT TO *PROVE* THAN THE OTHER THREE. SELECT THE STATEMENT *MOST DIFFICULT* TO PROVE. 0219

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2613

- A. THE HAPSBURG FAMILY RULED IN AUSTRIA-HUNGARY. 2613
- *B. THE ASSASSINATION OF THE AUSTRIAN CROWN PRINCE WAS THE CAUSE OF WORLD WAR I. 2613
- C. GERMANY DECLARED WAR ON RUSSIA. 2613
- D. GREAT BRITAIN SENT TROOPS TO BELGIUMS AID. 2613

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2614

- *A. WOODROW WILSON WAS A BETTER COLLEGE PRESIDENT THAN PRESIDENT 2614

OF THE U. S.	
B. WILSON ADVISED THE AMERICAN PEOPLE THAT THE U. S. MUST REMAIN NEUTRAL.	2614
C. BECAUSE OF THE PROTESTS OF WILSON, THE GERMANS PLEDGED NOT TO SINK PASSENGER LINERS WITHOUT GIVING WARNING.	2614
D. THE ZIMMERMAN MESSAGE WAS SENT TO THE GERMAN MINISTER IN MEXICO CITY.	2614
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2614
A. AMERICA'S PRODUCTIVE POWER HELPED WIN THE WAR.	2615
B. THE RUSSIAN CZAR WAS OVERTHROWN IN 1917.	2615
C. GERMANY WAS MORE TO BLAME FOR CAUSING THE WAR THAN ANY OTHER COUNTRY.	2615
D. THE LEAGUE OF NATIONS WAS PROVIDED FOR IN THE TREATY OF VERSAILLES.	2615
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2616
A. CLEMENCEAU HAD A GREATER GRASP OF THE WAR AIMS THAN LLOYD GEORGE.	2616
B. THE WAR ON THE GROUND WAS FOUGHT PRIMARILY AS ONE OF TRENCH WARFARE.	2616
C. RUSSIA SIGNED A SEPARATE PEACE TREATY WITH GERMANY.	2616
D. THERE WERE 124 AMERICANS DROWNED AMONG THE ELEVEN HUNDRED CASUALTIES FROM THE LUISTANIA.	2616
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2617
A. THE U. S. DID NOT SIGN THE VERSAILLES TREATY.	2617
B. PRESIDENT WILSON WANTED A PEACE WITHOUT VICTORY.	2617
C. CONGRESS AND PRESIDENT WILSON DID NOT AGREE ON THE LEAGUE OF NATIONS.	2617
D. IF THE U. S. HAD JOINED THE LEAGUE, WORLD WAR II COULD HAVE BEEN AVOIDED.	2617
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2618
A. LLOYD GEORGE OPPOSED WILSON'S PLAN FOR FREEDOM OF THE SEAS.	2618
B. THE ALLIED LEADERS MADE A PEACE TREATY THAT WAS OPPOSED TO MANY VIEWS HELD BY WILSON.	2618
C. THE ALLIED ARMIES SHOULD HAVE REMAINED IN GERMANY TO KEEP THE PEACE.	2618
D. SENATOR BORAH OPPOSED WILSON REGARDING THE LEAGUE OF NATIONS.	2618
WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2619
A. GERMAN SUBMARINES CONTRIBUTED MUCH TO HER NAVAL POWER.	2619
B. GENERAL PERSHING WAS A BETTER MILITARY LEADER THAN MARSHALL FOCH.	2619
C. THE AMERICAN ARMY DID NOT DO MUCH FIGHTING UNTIL 1918.	2619
D. THIS WAS THE FIRST WAR TO USE AIRPLANES AS A FIGHTING FORCE.	2619
WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2620
A. PATRIOTISM DECLINED IN AMERICA AFTER WORLD WAR I.	2620
B. THERE WERE MANY FACTORY CLOSINGS IMMEDIATELY AFTER THE WAR.	2620
C. PROHIBITION OF ALCOHOLIC LIQUOR BECAME A NEW AMENDMENT WHILE THE BOYS WERE IN EUROPE.	2620
D. INFLATION TOOK MUCH OF THE WORKERS' PAY.	2620

WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2621

- A. THE U. S. HAD MORE MEN UNDER ARMS IN WORLD WAR I THAN IN ANY OTHER WAR UP TO THAT TIME. 2621
- B. WE LOST A GREAT PART OF OUR MERCHANT FLEET DURING THE WAR. 2621
- C. THE BRITISH BLOCAD E OF GERMAN PORTS WAS VERY EFFECTIVE. 2621
- *D. GERMANY WOULD LIKELY HAVE WON THE WAR IF SHE HAD DOUBLED THE NUMBER OF SUBMARINES AND OTHER NAVAL VESSELS SHE ORIGINALLY STARTED WITH. 2621

WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2622

- A. THE COLLAPSE OF RUSSIA ENABLED GERMANY TO INCREASE HER MILITARY STRENGTH ON THE WESTERN FRONT. 2622
- *B. THE AMERICAN SOLDIER WAS A BETTER FIGHTING MAN THAN THE FRENCH SOLDIER. 2622
- C. DURING MAY AND JUNE OF 1918 MORE THAN 500,000 AMERICAN SOLDIERS WERE SENT TO EUROPE. 2622
- D. THE GREATEST USE OF AMERICAN TROOPS, AS A FIGHTING FORCE, WAS IN THE MEUSE-ARGONNE OFFENSIVE. 2622

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH WOULD BE *MOST* DIFFICULT TO PROVE. %10 0304

DIRECTIONS - IN EACH SET OF STATEMENTS, ONE OF THE FOUR ITEMS WOULD BE MORE DIFFICULT TO *PROVE* THAN THE OTHER THREE. SELECT THE STATEMENT *MOST DIFFICULT* TO PROVE. 0219

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2623

- A. WOMEN WERE GIVEN THE RIGHT TO VOTE BY THE PASSAGE OF THE 19TH AMENDMENT. 2623
- B. THE FIRST RADIO STATION WAS KDKA, PITTSBURGH. 2623
- *C. WARREN G. HARDING PROVED TO BE A BETTER PRESIDENT THAN WOODROW WILSON. 2623
- D. IN 1921 IOWA PASSED A LAW PERMITTING ADULTS TO PURCHASE CIGARETTES. 2623

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2624

- A. PASSENGER CAR REGISTRATION REACHED 8,225,859 IN 1920. 2624
- B. DAILY RADIO BROADCASTING STARTED IN NEW YORK CITY IN 1922. 2624
- *C. JACK DEMPSEY WAS A BETTER FIGHTER THAN GENE TUNNEY. 2624
- D. YES, WE HAVE NO BANANAS WAS A POPULAR SONG IN 1923. 2624

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2625

- *A. BUSINESS WOULD BE BETTER WITHOUT LABOR UNIONS. 2625
- B. REGULAR AIR MAIL SERVICE BETWEEN THE EAST AND WEST COASTS STARTED IN 1924. 2625
- C. CALVIN COOLIDGE WAS ELECTED PRESIDENT IN 1924. 2625
- D. FLORIDA EXPERIENCED A LAND BOOM IN 1925 AND THE VALUE OF LAND ROSE SHARPLY. 2625

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2626

A. THE UNVEILING OF FORD'S MODEL A IN MAJOR CITIES CAUSED LARGE CROWDS TO GATHER.	2626
B. THE FIRST SOUND MOVIE, THE JAZZ SINGER, WAS A BIG HIT.	2626
C. CONTRACT BRIDGE WAS INTRODUCED IN 1926.	2626
*D. RUDOLPH VALENTINO WAS A BETTER ACTOR THAN JOHN WAYNE.	2626
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2627
A. RED GRANGE WAS ONE OF THE GREAT FOOTBALL STARS FROM THE UNIVERSITY OF ILLINOIS.	2627
*B. JOHN T. SCOPES, A BIOLOGY TEACHER, VIOLATING A STATE LAW BY TEACHING DARWIN'S THEORY OF EVOLUTION, SHOULD HAVE BEEN JAILED INSTEAD OF BEING FINED ONE HUNDRED DOLLARS.	2627
C. LINDBERG WAS THE FIRST TO FLY THE ATLANTIC IN A SOLO FLIGHT.	2627
D. BARE RUTH HIT 60 HOME RUNS IN 1927.	2627
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2628
A. STOCK PRICES ROSE TO NEW LEVELS IN 1928, AT & T SOLD FOR 179 DOLLARS A SHARE.	2628
*B. AL SMITH WOULD HAVE MADE A BETTER PRESIDENT THAN HERBERT HOOVER.	2628
C. ABOUT 500 MURDERS WERE COMMITTED IN CHICAGO IN THE TEN YEARS BEFORE 1930.	2628
D. AT & T SOLD FOR 304 DOLLARS A SHARE IN SEPTEMBER OF 1929.	2628
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2629
A. AL CAPONE WAS A GANG LEADER IN CHICAGO DURING THE 1920'S.	2629
B. MANY BANKS CLOSED FOR A PERIOD DURING THE DEPRESSION YEARS OF 1930'S.	2629
C. THE WPA WAS ESTABLISHED TO EMPLOY JOBLESS PEOPLE.	2629
*D. HERBERT HOOVER AND THE REPUBLICANS WERE RESPONSIBLE FOR THE DEPRESSION.	2629
WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2630
A. FDR'S PROGRAM WAS CALLED THE NEW DEAL.	2630
B. THE SOCIAL SECURITY ACT PROVIDED FOR UNEMPLOYMENT AND OLD-AGE INSURANCE.	2630
*C. THE DEMOCRATS HAD BETTER PLANS, AND BETTER PROGRAMS, THAN THE REPUBLICANS IN HANDLING THE DEPRESSION.	2630
D. THE TVA WAS CREATED TO DEVELOP BOTH THE SOCIAL AND ECONOMIC WELL-BEING OF THE TENNESSEE VALLEY REGION.	2630
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2631
*A. THE WALL STREET BANKERS AND BIG MONEY INTERESTS CAUSED THE STOCK MARKET CRASH OF 1929.	2631
B. JOHN STEINBECK WROTE ABOUT THE DEPRESSION IN HIS POPULAR BOOK, *THE GRAPES OF WRATH*.	2631
C. IN DEPRESSION DAYS, MAKESHIFT SHACKS THAT SPRANG UP ON THE OUTSKIRTS OF CITIES WERE CALLED HOOVERVILLES.	2631
D. THE WORD OKIE, MEANING A MIGRANT AGRICULTURAL WORKER, ESPECIALLY ONE FROM OKLAHOMA, WAS A POPULAR EXPRESSION USED TO DESCRIBE DOWN-AND-OUTERS.	2631
WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?	2632
A. THE GROSS NATIONAL PRODUCT IN 1933 WAS 56 BILLION DOLLARS AND IN 1940 THE GNP WAS 100.6 BILLION.	2632

- *B. THE NEW DEAL WAS AN EXPERIMENT IN NATIONAL SOCIALISM.
- C. EMPLOYMENT ROSE FROM 38.9 MILLION PEOPLE IN 1932 TO 47.5 MILLION I. 1940.
- D. FDR, ON THE RADIO IN 1932, GAVE HIS FAMOUS FORGOTTEN MAN SPEECH.

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